

# Exploring Education Futures: Insights from Cooperative Teachers on Elementary School Supervision

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**Abstract.** This study examines the perspectives of 90 cooperative teachers engaged in early childhood teacher education practicums in Indonesia. Through questionnaires and group discussions with 14 of these teachers, the research delves into the generational backgrounds and professional training of cooperative instructors, emphasizing their diverse supervisory approaches. These approaches, categorized into six distinct types, reveal a range of perspectives: while many cooperative instructors express concerns about current teacher education programs, they also show a strong commitment to fostering the professional development of student teachers. The findings underscore a growing emphasis on "freedom and dignity of the child" within educational practices, suggesting a need for public higher education institutions to adopt more innovative approaches. This study offers valuable insights for creating a modern, crisis-resilient educational environment. Further research is essential to establish comprehensive theoretical frameworks on how practicums and supervision are shaped by complex interactions between individuals and teacher education systems, particularly given the limited attention to program variance and sociocultural contexts in teacher education.

## 1 Introduction

According to earlier studies, learning is a crucial part of teacher education and is necessary for student teachers to establish their professional identities and commitment to the teaching profession. Opportunities for student teachers to hone their abilities in authentic environments and under the guidance of more seasoned educators are highly valued [1]. Researchers have used a variety of words to describe teachers that supervise student teachers, including supervising teachers, mentors, and cooperating teachers [2]. The phrase supportive

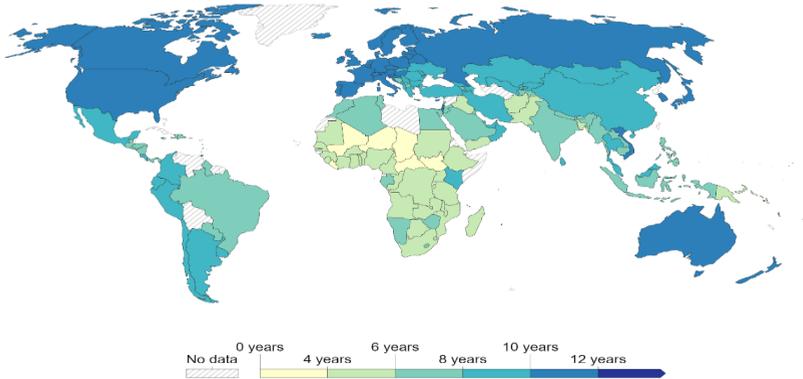
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teacher refers to educators who work as educators in the laboratories while also supervising teacher students in this program [3].

### Average learning-adjusted years of schooling, 2020

Learning-adjusted years of schooling<sup>1</sup> merge the quantity and quality of education into one metric, accounting for the fact that similar durations of schooling can yield different learning outcomes.



Source: World Bank (2023)

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1. Learning-adjusted years: Learning-adjusted years is computed by adjusting the expected years of school based on the quality of learning, as measured by the harmonized test scores from various international student achievement testing programs. The adjustment involves multiplying the expected years of school by the ratio of the most recent harmonized test score to 625. Here, 625 signifies advanced attainment on the TIMSS (Trends in International Mathematics and Science Study) test, with 300 representing minimal attainment. These scores are measured in TIMSS-equivalent units.

**Fig. 1.** Average years of schooling in elementary school

Figure 1 showed that the "average years of schooling" is a crucial educational indicator that sheds light on the typical number of years that persons in a given age group spend in school. The total amount of years of schooling completed by all people in the age range of 15 to 64 is multiplied by the overall population to get at this statistic for people in this group. For instance, if 100 people in this age range are found to have finished a total of 500 years of education by the year 2020. In this case, the average figure of years spent in school for adults aged 15 to 64 would be 5, suggesting that, on average, people spend five years in school.

Obliging teachers are expected to serve as skilled teachers in their classrooms as well as organizers of student teachers' professional advancement [4]. The tasks of cooperative instructors have been found to be perplexing; occasionally, teachers undervalue their role in educating educators and emphasize their students' learning. Some researchers have raised concerns about the knowledge base on which cooperating teachers supervise trainee teachers [5]. Fortunately, undergraduate teachers' learning experiences have been extensively researched, cooperative teachers' perspectives have received less attention [6]. There is a tendency to view supervision in terms of the supervisors' experiences or connections between cooperative instructors and student teachers, but variance in programs for teacher education and sociocultural contexts has gotten less attention [7]. Therefore, further study is required to develop comprehensive theoretical understandings of how complex interactions between individuals and teacher education systems shape practicums and supervision.

## 2 Methods

The research method involved systematic selection of scholarly articles, books, research papers, and other pertinent literature related to the supervision of cooperative teachers in

elementary schools. The sources were picked because they were pertinent to the subject and helped to clarify teachers' viewpoints on supervisory techniques. [8]. Data collection mainly involved in-depth reading and analysis of the selected literature. their viewpoints across time and in various educational settings. The approach of doing a literature review involved looking at any gaps and difficulties in the existing body of knowledge. Researchers found areas with little research or contradictory viewpoints, laying the groundwork for further investigation. Additionally, emphasized were difficulties cooperative teachers confront when it comes to supervision. Focusing on new developments in primary education and supervision techniques was part of the research methodology.

This included the incorporation of cutting-edge teaching strategies, mentorship programs, and cooperative learning projects [9]. The goal of the literature evaluation was to provide information about how effectively using educational and administrative approaches in elementary schools might develop in the future. Researchers scrutinized the trustworthiness and quality of the literature sources to make sure the chosen studies were credible and offered insightful information into the study's subject. A critical eye was used to undertake the synthesis and analysis in order to provide a thorough and impartial assessment of cooperative teachers' viewpoints on supervision in primary schools [10]. The research approach, a thorough literature analysis, gave participants a solid awareness of the impending changes in employing education, with a particular focus on cooperative teachers' opinions on supervision in primary schools [11]. By integrating existing knowledge, the study provided important insights into the evolving landscape of educational practices as well as the challenges and opportunities faced by teachers in the setting of modern elementary schools.

According to earlier studies, learning is a vital part of teacher education and is important for the formation of student teachers' professional identities and commitment to the teaching profession. Student instructors greatly benefit from being supervised by more seasoned educators and cherish the chance to hone their abilities in authentic environments. This study explores the perspectives of 90 cooperative teachers involved in early childhood teacher education practicums in Indonesia. Through a combination of questionnaires and group discussions with 14 teachers, the research investigates the generational origins and training levels of these cooperative instructors and their various approaches to supervising student teachers. The study categorizes these supervisory strategies into six distinct groups, providing comprehensive insights into how cooperative teachers view their roles and responsibilities.

The findings reveal a mixed perspective: while cooperative instructors often criticize current teacher education programs, they simultaneously express a sincere desire to foster the professional development of student teachers. Moreover, the research highlights a significant trend in educational paradigms—the increasing emphasis on the "freedom and dignity of the child." This theoretical focus calls for public institutions of higher learning to adopt innovative educational systems and practices. Future generations of educators can successfully navigate educational obstacles by quickly adjusting to these new paradigms, guaranteeing a contemporary and crisis-resilient work environment for those in the education sector in the future [9]. The subject of teacher education would benefit greatly from this study, especially in terms of knowing how cooperative teachers might better assist student teachers. In order to create a more efficient and inclusive educational environment, it emphasises how crucial it is to match teacher education programmes with the changing requirements of both teachers and students.

### **3 Findings and Discussion**

This segment provides a detailed investigation of the opinions and experiences of 90 cooperative teachers involved in early childhood teacher education practicums in Indonesia.

The findings are derived from questionnaires and group discussions with 14 teachers, emphasizing the generational origins and training levels of cooperative instructors and categorizing their supervisory approaches into six distinct groups. The discussion elaborates on the instructors' mixed perspectives, their criticisms of current teacher education programs, and their dedication to fostering the professional growth of student teachers.

### **3.1 Generational Origins and Training Levels of Cooperative Instructors**

The study reveals a diverse generational and educational background among the cooperative teachers. Older instructors, typically with more traditional training, often exhibit a more hierarchical approach to supervision, emphasizing discipline and structured learning environments. In contrast, younger teachers, who have received more contemporary training, are inclined to adopt more collaborative and flexible supervisory methods. This generational divide influences their supervisory strategies and their perceptions of current teacher education programs.

The study reveals a diverse generational and educational background among the cooperative teachers involved in early childhood teacher education practicums in Indonesia. This diversity significantly influences their supervisory approaches and perceptions of current teacher education programs. Older instructors, who typically received more traditional training, often exhibit a hierarchical approach to supervision. Their training, rooted in established pedagogical methods, emphasizes discipline, structure, and a clear delineation of roles within the classroom. These instructors tend to prioritize order and adherence to predefined educational frameworks, which they believe are essential for creating an effective learning environment. Their supervisory style often involves direct instruction, where they provide explicit guidance and expect student teachers to follow specific protocols and procedures [12]. This approach reflects a belief in the value of consistency and control in achieving educational outcomes.

In contrast, younger cooperative teachers, who have been exposed to more contemporary training methods, favor a collaborative and flexible approach to supervision. Their education often includes progressive pedagogical theories that emphasize student-centered learning, adaptability, and the importance of development a sympathetic and comprehensive classroom atmosphere. These instructors are more likely to engage in mentorship and coaching, encouraging student teachers to explore innovative teaching methods and to reflect on their practice. They value open communication and the co-construction of knowledge, seeing their role as facilitators rather than authoritative figures. This method is in line with contemporary educational paradigms that place a high value on the growth of critical thinking abilities and the capacity to adjust to the various demands of students [13].

The generational divide in training backgrounds leads to distinct supervisory strategies. Older instructors' preference for hierarchical supervision translates into structured mentoring relationships, where they provide detailed feedback and expect student teachers to conform to established teaching practices. They may focus on ensuring that student teachers can effectively manage classrooms, maintain discipline, and deliver content according to a fixed curriculum. This methodical and regimented approach can help student teachers develop a strong foundational understanding of classroom management and instructional techniques. Younger instructors' collaborative and flexible supervisory methods, however, foster a more dynamic and interactive learning environment. They often encourage student teachers to experiment with different instructional strategies, engage in peer learning, and adapt their teaching to see the specific desires of their students. This approach supports the development of adaptive expertise and resilience, which are crucial for addressing the complexities of modern education. By promoting reflection and dialogue, these instructors help student

teachers build confidence in their ability to innovate and respond to various classroom scenarios [14]

The generational differences also shape perceptions of current teacher education programs. Older instructors, with their traditional training backgrounds, may view these programs through the lens of their structured and disciplined approach. They might criticize contemporary programs for lacking rigor and not providing sufficient focus on foundational teaching skills and classroom management techniques. Their experience leads them to value stability and predictability in educational training, which they believe are essential for preparing competent teachers [15].

Conversely, younger instructors, with their exposure to contemporary pedagogical theories, may perceive current teacher education programs as overly rigid and not reflective of the dynamic nature of modern classrooms. They might advocate for curricula that incorporate more experiential learning opportunities, technology integration, and strategies for inclusive education. Their progressive outlook drives a desire for programs that prepare student teachers to be flexible, creative, and responsive to the needs of diverse learners. The study underscores the impact of generational and educational backgrounds on the supervisory practices of cooperative teachers. While older instructors lean towards hierarchical and structured supervision, younger teachers favor collaborative and flexible methods. These differences highlight the need for teacher education programs to balance traditional and contemporary training approaches, ensuring that student teachers are well-equipped to navigate the evolving educational landscape. By acknowledging and integrating diverse supervisory strategies, educator schooling programs can better support the expert growth of future instructors [16].

### *3.1.1 Supervisory Approaches: Six Categories*

#### *3.1.1.1 Mentorship-Based Supervision*

Teachers in this category focus on guiding student teachers through personal mentorship. They emphasize building a supportive relationship, providing continuous feedback, and modeling professional behavior. This approach is particularly effective in fostering confidence and professional identity among student teachers. However, some teachers noted that the current teacher education curriculum does not adequately prepare student teachers for this kind of mentorship.

#### *3.1.1.2 Observation and Feedback*

This strategy involves systematic observation of student teachers' performance, followed by detailed feedback sessions. Cooperative teachers in this category prioritize constructive criticism and targeted advice to help student teachers refine their skills. The effectiveness of this approach is often limited by time constraints and the varying quality of feedback provided.

#### *3.1.1.3 Collaborative Learning*

Teachers employing this method encourage student teachers to work collaboratively with peers and experienced educators. This approach aligns with contemporary educational paradigms that value teamwork and peer learning. However, some cooperative teachers

expressed concern that the collaborative approach is not sufficiently integrated into the teacher education programs, limiting its potential impact.

#### *3.1.1.4 Reflective Practice*

Reflective practice involves encouraging student teachers to reflect on their experiences, analyze their teaching practices, and develop self-awareness. Cooperative teachers facilitating this approach provide tools and frameworks for reflection, such as journals and discussion groups. Despite its benefits, the study found that many student teachers lack the skills for effective self-reflection due to inadequate training in their education programs.

#### *3.1.1.5 Child-Centered Supervision*

This approach emphasizes the "freedom and dignity of the child" in the learning process. Cooperative teachers adopting this method focus on creating a learning environment that respects and nurtures each child's individuality. While highly praised for its alignment with modern educational values, this approach is often seen as challenging to implement consistently within the constraints of existing school structures.

#### *3.1.1.6 Standards-Based Supervision*

In this category, cooperative teachers adhere strictly to educational standards and benchmarks. They emphasize accountability and meeting predefined objectives. While this method ensures a certain level of uniformity and rigor, it has been criticized for being too rigid and not allowing enough flexibility for student teachers to develop their unique teaching styles.

### **3.2 Critique of Current Teacher Education Programs**

The study uncovered significant criticism of current teacher education programs among cooperative instructors. Many expressed frustrations with the theoretical nature of the programs, which they believe do not adequately prepare student teachers for the practical challenges of the classroom. Cooperative teachers highlighted a disconnect between the curriculum and the realities of teaching, suggesting that the programs need to incorporate more hands-on, practical experiences. The study revealed substantial criticism of current teacher education programs among cooperative instructors. Many instructors expressed frustration with the overly theoretical focus of these programs, arguing that they fail to adequately prepare student teachers for real-world classroom challenges. They highlighted a significant disconnect between the curriculum and actual teaching realities, suggesting a pressing need for these programs to incorporate more hands-on, practical experiences. This critique underscores the importance of aligning teacher education with practical classroom demands to better equip future educators [17].

The study uncovered significant criticism of current teacher education programs among cooperative instructors, revealing a deep sense of frustration with the existing system. Many cooperative teachers voiced concerns about the overly theoretical nature of these programs, which they believe do not sufficiently prepare student teachers for the practical challenges they will face in real-world classroom settings. This critique underscores a notable divide between the course of teacher education programs and the actual realities of teaching, suggesting a pressing need for these programs to incorporate more hands-on, practical experiences to better equip future educators [18].

One of the primary concerns highlighted by cooperative instructors is the heavy emphasis on theory within current teacher education programs. While theoretical knowledge forms a crucial foundation for understanding pedagogical principles, many instructors argue that it falls short when it comes to preparing student teachers for the everyday demands of teaching. Theoretical frameworks and concepts, although valuable, do not always translate effectively into practical skills that can be directly applied in the classroom. This gap leaves student teachers feeling unprepared and lacking the confidence needed to manage and engage with students effectively [19].

Cooperative instructors believe that a more balanced approach, integrating both theory and practice, is essential for the comprehensive development of student teachers. They emphasize the need for programs that not only teach educational theories but also demonstrate how these theories can be applied in real-world scenarios. This would involve more practical training sessions, classroom simulations, and hands-on teaching experiences, allowing student teachers to bridge the gap between theory and practice [20].

The study further reveals a significant disconnect between the curriculum of teacher education programs and the realities of the teaching profession. Cooperative teachers reported that many aspects of the current curriculum are outdated or irrelevant to the modern classroom environment. For instance, while the curriculum may cover historical educational theories and broad pedagogical strategies, it often fails to address contemporary challenges such as digital literacy, inclusive education, and differentiated instruction. These are critical areas that new teachers must be proficient in to meet the diverse needs of today's students [15].

Moreover, cooperative instructors noted that the curriculum often lacks focus on practical skills such as classroom management, lesson planning, and student assessment. These are fundamental aspects of teaching that require hands-on practice and experience to master. Without adequate training in these areas, student teachers may struggle to create effective learning environments and to support their students' academic and personal growth [20]. In response to these criticisms, cooperative instructors strongly advocate for the inclusion of more hands-on, practical experiences in teacher education programs. They argue that such experiences are crucial for developing the skills and confidence necessary for effective teaching. Practical training allows student teachers to apply theoretical knowledge in real-world contexts, receive feedback from experienced educators, and refine their teaching techniques.

One suggestion put forward by cooperative instructors is to increase the duration and intensity of student teaching practicums. These practicums provide invaluable opportunities for student teachers to work in actual classroom settings, under the supervision of experienced teachers. Extending the length of these practicums and ensuring they cover a wide range of teaching scenarios can help student teachers gain a more comprehensive understanding of the teaching profession. Additionally, cooperative instructors recommend incorporating more interactive and experiential learning methods into the curriculum. This could include workshops, role-playing exercises, and peer teaching sessions, which can help student teachers develop practical skills in a supportive and collaborative environment. Such methods not only enhance learning but also foster a sense of community and shared purpose among student teachers.

To address the criticisms raised, it is essential to find a balance between theory and practice in teacher education programs. While theoretical knowledge provides the foundation for understanding educational principles, practical training is necessary for applying these principles effectively in the classroom. An integrated approach that combines both elements can better prepare student teachers for the complexities of the teaching profession. Cooperative instructors suggest a curriculum redesign that interweaves theoretical instruction with practical application. For example, theoretical lessons on classroom management could

be paired with practical workshops where student teachers practice managing classroom scenarios. Similarly, lessons on educational psychology could be complemented with case studies and role-playing exercises that allow student teachers to apply psychological concepts to real-life situations.

In addition to improving initial teacher education programs, cooperative instructors emphasize the importance of ongoing professional development for teachers. The teaching profession is continually evolving, with new research, technologies, and methodologies emerging regularly. To keep pace with these changes, teachers need access to continuous learning opportunities that allow them to update their skills and knowledge. Cooperative instructors advocate for professional development programs that are responsive to the current needs of teachers and students. These programs should offer training in areas such as digital literacy, inclusive education, and innovative teaching strategies. By providing ongoing support and resources, professional development can help teachers adapt to new challenges and continue to grow in their careers.

The findings of this study have significant implications for teacher education programs. To better prepare future educators, these programs must address the criticisms raised by cooperative instructors and implement changes that enhance the practical training of student teachers. This includes redesigning the curriculum to balance theory and practice, incorporating more hands-on experiences, and providing opportunities for ongoing professional development.

Teacher education programs should also consider establishing stronger partnerships with schools and experienced teachers. These partnerships can facilitate more meaningful and extensive practicum experiences, ensuring that student teachers receive the guidance and support they need to develop their skills. By collaborating closely with schools, teacher education programs can create a more integrated and cohesive training experience that aligns with the realities of the teaching profession [21].

The study highlights significant criticism of current teacher education programs among cooperative instructors, particularly regarding their overly theoretical focus and disconnect from the realities of teaching. These criticisms underscore the need for a more balanced approach that integrates theory with practical, hands-on experiences. By redesigning the curriculum, increasing the duration and intensity of practicums, and providing ongoing professional development, teacher education programs can better prepare student teachers for the challenges of the classroom. Addressing these issues is crucial for ensuring that future educators are well-equipped to provide high-quality education and support to their students.

### **3.3 Desire to Foster Professional Development**

Despite their criticisms, cooperative instructors demonstrated a strong commitment to supporting the professional development of student teachers. They expressed a genuine desire to mentor, guide, and nurture the next generation of educators. This commitment was evident across all supervisory approaches, indicating a deep-seated dedication to the teaching profession and a recognition of the importance of their role in shaping future teachers. Their commitment was pervasive across all supervisory approaches, reflecting a deep-seated dedication to the teaching profession and a clear recognition of their pivotal role in shaping future teachers [22].

Instructors employing a mentorship-based supervision approach displayed a particularly profound commitment to the professional development of student teachers. By focusing on personal relationships, these instructors provided continuous feedback and modeled professional behavior, thereby fostering a supportive environment that bolstered the confidence and professional identity of student teachers. Their genuine care for their mentees

was evident in the time and effort they invested in building these relationships, highlighting their belief in the transformative power of mentorship [23].

Even those instructors who favored observation and feedback as their primary supervisory approach showed a strong commitment to student teacher development. Through systematic observation and detailed feedback sessions, these instructors offered constructive criticism and targeted advice designed to refine the skills of student teachers. Despite time constraints and the varying quality of feedback, these cooperative teachers remained dedicated to providing valuable insights that would help their mentees improve and succeed in their teaching careers.

Instructors who encouraged collaborative learning demonstrated their commitment by promoting teamwork and peer learning. These cooperative teachers believed in the power of collective growth and actively facilitated opportunities for student teachers to work alongside their peers and experienced educators. Their enthusiasm for this approach underscored their dedication to creating an inclusive learning environment that mirrors contemporary educational paradigms. By fostering collaboration, these instructors helped student teachers develop essential interpersonal skills and a sense of community within the profession.

The instructors who emphasized reflective practice were equally committed to their student teachers' development. By encouraging self-reflection, these cooperative teachers provided tools and frameworks for student teachers to analyze their teaching practices and develop self-awareness. Their dedication was evident in their efforts to guide student teachers through the reflective process, helping them cultivate the skills necessary for continuous personal and professional growth. This approach demonstrated the instructors' belief in the importance of self-reflection for long-term success in teaching.

Instructors who adopted a child-centered supervision approach showed their commitment through their focus on the "freedom and dignity of the child" in the learning process. These cooperative teachers prioritized creating a learning environment that respected and nurtured each child's individuality, reflecting a dedication to modern educational values. Their commitment to this approach, despite the challenges of consistent implementation, highlighted their deep-seated belief in the importance of prioritizing student needs and fostering a respectful, inclusive classroom environment.

Even those instructors who adhered to standards-based supervision demonstrated their commitment to professional development. By emphasizing accountability and meeting predefined objectives, these cooperative teachers ensured a certain level of uniformity and rigor in their supervisory practices. Their dedication to maintaining high standards, while sometimes criticized for being rigid, reflected their belief in the importance of rigorous training for the effective preparation of future educators. In conclusion, despite their criticisms of current teacher education programs, cooperative instructors across all supervisory approaches displayed a unified commitment to the professional development of student teachers. Their genuine desire to mentor, guide, and nurture the next generation of educators was evident in their varied approaches, underscoring their deep-seated dedication to the teaching profession. This commitment highlights the critical role cooperative instructors play in shaping future teachers and the need to support and value their contributions within the broader educational landscape.

### **3.4 Emphasis on "Freedom and Dignity of the Child"**

A noteworthy finding is the increasing emphasis on the "freedom and dignity of the child" in educational paradigms among cooperative teachers. This principle, which advocates for a child-centered approach to education, is gaining traction and influencing supervisory practices. Cooperative teachers who prioritize this approach aim to create inclusive, respectful, and empowering learning environments. This trend reflects broader changes in

educational philosophy and underscores the need for teacher education programs to evolve accordingly.

### **3.5 Implications for Higher Education Institutions**

The study's findings have significant implications for public institutions of higher learning. To create a modern, crisis-resilient educational environment, these institutions must adopt innovative educational systems and practices. This includes integrating more practical training, fostering reflective practice, and promoting collaborative learning. Institutions should also provide ongoing professional development opportunities for cooperative teachers to ensure they are equipped with the latest pedagogical strategies.

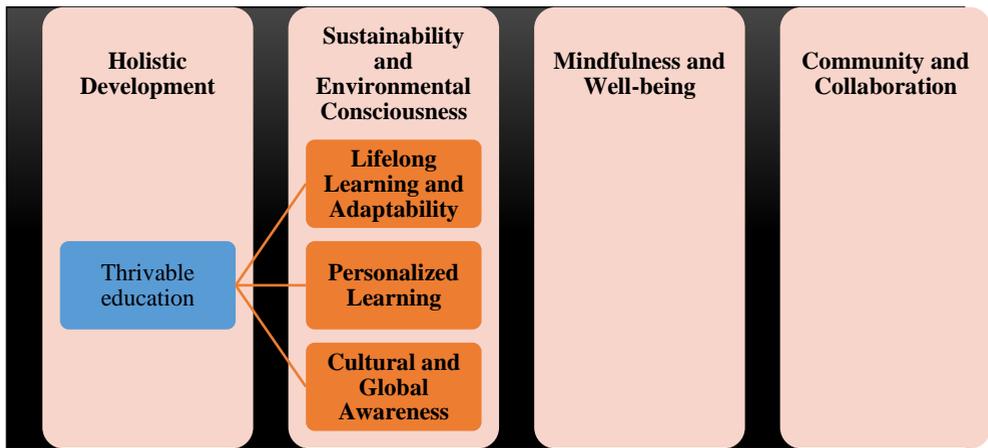
This study emphasises the need for reform in teacher education programmes and provides significant insights into the supervisory practices of Indonesian cooperative teachers. The diverse viewpoints of cooperative teachers highlight the complexity of the educational environment by fusing critiques of existing programmes with a strong dedication to student teacher development. The increasing focus on the "freedom and dignity of the child" necessitates a reassessment of conventional teaching strategies and the implementation of more child-centered ones. By tackling these problems, public universities may better equip aspiring teachers to handle the demands of the twenty-first century and promote an educational system that is more robust, inclusive, and successful. The need of ongoing innovation in education is vitally highlighted by this study, guaranteeing that future generations are capable of thriving in a constantly changing educational environment.

The idea that a comprehensive and sustainable approach to education can promote thriving individuals, communities, and societies is the foundation of the new paradigm of thrivable education. Beyond just teaching knowledge and skills, thrivable education seeks to develop in students a sense of purpose, well-being, and connectedness. The thrivable education paradigm has the following essential components. The well-being and flourishing of students are highly valued in the context of flourishable education [24]. It recognises the strong connection between emotional, mental, and physical health and academic achievement. Practices that enhance students' psychological, emotional, and physical health are actively promoted by educational institutions such as schools. Students can find their passions, hobbies, and life's purpose through Purposeful Learning of Triable education [16]. It promotes introspection and self-discovery, allowing students to match their academic path with their own values and goals.

By emphasising environmental and ecological consciousness, the triable education paradigm promotes sustainable and ecological awareness. By incorporating sustainable practices and environmental education into the curriculum, it aims to foster a sense of responsibility towards the environment and future generations. Active interaction with local and international communities is encouraged by triable education's community engagement [9]. It encourages students to address societal issues and make constructive contributions to their communities by fostering empathy and a feeling of social responsibility. Next, project-based learning and experiential learning: One important component of triable education is learning via projects and real-world experiences. This method fosters creativity, critical thinking, and problem-solving skills by allowing students to apply theoretical information in real-world contexts [25]. Next, global and cultural awareness: Global awareness and cultural understanding are fostered by successful education. It honours variety. By emphasising environmental and ecological consciousness, the triable education paradigm promotes sustainable and ecological awareness. By incorporating sustainable practices and environmental education into the curriculum, it aims to foster a sense of responsibility towards the environment and future generations. Active interaction with local and international communities is encouraged by triable education's community engagement [9].

It encourages students to address societal issues and make constructive contributions to their communities by fostering empathy and a feeling of social responsibility. Next, project-based learning and experiential learning: One important component of triable education is learning via projects and real-world experiences. This method fosters creativity, critical thinking, and problem-solving skills by allowing students to apply theoretical information in real-world contexts [25]. Next, global and cultural awareness: Global awareness and cultural understanding are fostered by successful education. It honours variety.

A change in how we view and approach education is represented by the growing paradigm of thrivable education. Thrivable education places an emphasis on holistic development, sustainability, and well-being in contrast to traditional educational methods, which frequently place only an emphasis on academic accomplishment and standardized testing. The thrivable education paradigm has the following salient features as follows.



**Fig. 2.** Thrivable education

Figure 2 showed that Holistic development: Successful education understands the value of fostering emotional, social, and ethical intelligence in addition to academic intelligence. It encourages a holistic growth that includes emotional stamina, creativity, critical thinking, and interpersonal abilities. Sustainability and environmental awareness are key components of thriving education, which incorporates sustainability ideas into the curriculum. It increases public knowledge of environmental problems, climate change, and the value of sustainable living. Students are urged to comprehend how they are connected to the environment and look into ways to address environmental problems. Well-being and mindfulness: This paradigm place a strong emphasis on the welfare of both students and teachers. It integrates stress-reduction methods, mindfulness techniques, and mental health support into the school setting. For learning to occur effectively, a helpful and upbeat environment must be created. a feeling of cohesion and neighborhood. It encourages students to participate in group projects, volunteer work, and social initiatives. The development of solid interpersonal skills and a feeling of social duty are essential.

Global and Cultural Awareness: An effective education promotes both cultural and global awareness. It combines various viewpoints, supports inclusivity, and teaches pupils to value various cultures and customs. The curriculum includes lessons on international concerns and intercultural communication techniques. Personalized Learning: The thriving educational paradigm acknowledges the individuality of every student. It promotes individualized learning paths that are based on each person's interests, talents, and challenges. To accommodate a range of learning demands, adaptive teaching strategies and differentiated

training are used. Critical Engagement and Social Justice: A thriving education cultivates a sense of social justice by encouraging students to interact with societal challenges thoughtfully.

### **3.6 Community and Cooperation in Thriving Education**

Thriving education promotes values like community and cooperation. In general, it aims to establish an environment that develops individuals who are not only capable of learning but also socially conscious, emotionally stable, and committed to building a prosperous and sustainable future for everyone. This evolving paradigm reinterprets the role and importance of education in the twenty-first century.

Thriving education empowers students to have a say in their education, valuing their agency. Students are encouraged to take charge of their learning, co-create the learning experience, and engage in decision-making processes. The goal is to address social justice concerns and promote sustainability through education centered on sustainability and social justice. It provides students with the knowledge and skills needed to contribute to a more just, equitable, and sustainable society. This emphasis on lifelong learning and adaptability is central to the Thrivable Education concept. It equips students to adapt to change, continue learning, and thrive in a world of constant change.

Future educational paradigms are influenced by evolving learning methodologies, societal demands, and emerging technologies. Two significant factors shaping the future of education are personalization and adaptive learning. Future education will prioritize personalized learning experiences tailored to each student's unique strengths, limitations, and interests. Adaptive learning technology will leverage data analytics and artificial intelligence to adjust the pace and content of learning to meet each student's specific needs, leading to more effective learning outcomes. The integration of technology in education, including online and blended learning, will play a growing role. The increased use of virtual classrooms, blended learning models, and online education will benefit students worldwide, allowing a blend of online and in-person instruction [27]. The notion that formal degrees mark the end of education will shift as lifelong learning becomes the norm in response to a constantly changing job market. Micro-credentials, such as certifications and badges, will become more prominent, offering a targeted and efficient way to acquire specific skills. Project-based and experiential learning approaches will emphasize practical application over rote memorization, fostering critical thinking, problem-solving, and real-world experience. As the world grows more interconnected, interdisciplinary and holistic approaches in education will prepare students for complex challenges. Students will be encouraged to explore a range of subjects and understand connections across diverse fields of knowledge.

Technology-enabled global collaboration will facilitate international cooperation among educators, students, and professionals. Regardless of physical location, students can work together virtually, fostering global awareness and intercultural understanding. While technical skills are essential, soft skills such as teamwork, creativity, emotional intelligence, adaptability, and effective communication will be increasingly valued in an ever-changing world. Emerging technologies such as blockchain, virtual reality, augmented reality, and artificial intelligence will enhance education, creating innovative instructional tools, improving learning experiences, and promoting engagement [29].

Inclusive education will shape the future with a more transparent, accessible paradigm. Technology will create opportunities for students in rural areas or those with disabilities to participate fully and receive high-quality education. The ethical and responsible use of technology will also be a focal point, addressing privacy concerns, data ethics, and ensuring technology's role supports learning. Education's future is dynamic, characterized by

flexibility, adaptability, and a commitment to preparing students for a world that demands continuous innovation and growth [30].

### **3.7. Implementing the Post-Classical Educational Paradigm**

To implement the post-classical education paradigm, we should consider modern teaching strategies that align with the essential skills and principles of this updated approach. Based on current literature and trends, we identify the following core competencies for today's learners: information analysis and synthesis, critical thinking, creative thinking, technical competence, communication, teamwork, and oratory skill important to note the impact of "soft skills" on professional growth, with communication skills sometimes holding greater value than technical skills [9]. Remote to cycle, education requires regular reassessment, refinement, and innovation to stay relevant. Crisis situations should not disrupt this process; rather, they highlight the need to maintain composure and adaptability. Thus, it is essential to guide and manage the educational environment to develop learners' modern skills, moral values, and communicative abilities. Various tools and approaches, such as STEAM education, e-portfolios, flipped classrooms, project-based tasks, teamwork, and presentations, demonstrate the value of these modern competencies. Although no widespread national reforms have taken place yet, current trends are promising. Future challenges will likely include mastering new technologies, just as we have mastered prior ones. Government provingsion than interference, will be key in driving this educational transformation. The theoretical insights outlined here can be invaluable for educational institutions aiming to cultivate a knowledgeable and peaceful generation.

Modern learners have access to numerous information sources—books, films, television, and online media—alongside hands-on experiences like experimentation and observation. However, not all information is accurate or complete, making it essential to gather, organize, and critically assess data independently. Independent and project-based work targets this objective [9]. For instance, STEAM education, a project-driven approach widely practiced in the U.S., encourages students to pursue topics of personal interest and acquire diverse knowledge independently. In this process, students other, classify, summarize, and present information, which can be practiced through traditional writing tasks like essays, abstracts, and theses, all of which are grounded in data collection and analysis [31].

Modern challenges require innovative solutions. The expansion of creative industries depends on both a skilled workforce and content creation. Through project work, performances, and fine art courses, students are encouraged to explore their creativity and pursue self-actualization. Self-expression is vital, providing learners with an outlet for their individual energies. For example, the integration of Polish as a second language can encourage learners to participate in performances, engaging in activities that explore sentence emotion, nonverbal communication, and imagery. These experiences go beyond simple language acquisition, sparking students' curiosity and fostering emotional and expressive engagement [32].

The ongoing transformation in economics, politics, technology, and culture contributes to educational challenges. These changes impact individuals' interests, self-awareness, and perception of self-worth, altering the landscape of learning. Post-classical educational approaches strive to reconnect individuals to the world, fostering both understanding and participation. It is crucial to anticipate and shape a clear educational future, as political and economic shifts will continue to influence learning. Without intentional direction, education may be redirected by unforeseen historical developments.

### **3.8. Global the Educational Paradigm**

A wide range of factors—including economics, politics, technological advancements, and cultural shifts—shape the educational landscape. One metric that reflects these influences is the global rate of school enrollment for children of primary and secondary age. A visual analysis of data reveals that 381 million children were out of school in 1998. Despite a growing global youth population, this number declined to 263 million by 2014.

In 2014, the data showed that more girls than boys were out of school at the primary level, while at the secondary level, more boys than girls dropped out. Another common indicator of educational progress is the average number of years individuals spend in school, which aggregates learning achievements across different educational levels. This measure offers a perspective on the “stock of human capital” within a population at a given time. Calculating this average typically involves analyzing the distribution of the population by age group and highest level of education attained, as well as the official duration of each educational level. Another standard indicator of educational attainment is the highest level of schooling completed, which facilitates straightforward comparisons between educational levels and is a critical component in determining years of schooling. These estimates, provided by the International Institute for Applied Systems Analysis (IIASA), encompass both historical data and future projections [33].

In our section on Projections of Future Education, more details on the data sources and estimation methods are available. A global picture of educational attainment indicates that by 2100, the number of people with secondary or post-secondary education is projected to be ten times what it was in 1970, when only around 700 million people had these qualifications. However, many developing countries face substantial challenges in establishing inclusive education systems. Many of these challenges mirror those in more developed nations, demonstrating that educational hurdles are not unique to any specific region. Although access to mainstream educational environments has improved globally, resource constraints and insufficient teacher training are common barriers to full inclusion in many developing countries. A lack of resources to foster positive attitudes and skills among teachers for inclusive practices further complicates this issue.

This study examines the evolving educational landscape from the perspective of cooperating teachers in elementary schools, drawing insights from extensive literature review. It investigates the current challenges and emerging trends in instructional practices. By analyzing the existing body of literature, the study sheds light on the perceptions of cooperative teachers regarding supervisory practices in elementary education. This review likely explores various supervisory methods, instructional approaches, and their impact on cooperative teaching environments. It may consider the difficulties teachers face when adapting to new educational paradigms and how supervisory methods influence teaching practices. Additionally, the evaluation could discuss advancements in educational technology and their integration into elementary classrooms, particularly focusing on how cooperating teachers view interactive learning platforms and digital tools when used under supervisory guidance.

According to the literature, cooperative teachers’ perspectives often encompass topics like mentorship, professional development, collaborative learning, and the importance of feedback in enhancing teaching practices. This study aims to illuminate the upcoming changes and strategies necessary for effective supervision and instruction in elementary schools by combining these diverse viewpoints [34].

## 4 Conclusions

The educational environment is influenced by a complex of elements from every aspect of human life, including politics, economics, the development of science and technology, and culture. Nevertheless, the modern world is at a crisis due to its challenges. The main concerns are the deterioration of moral principles, the loss of intellectual enthusiasm, the unsuitability of instructional methods, the incapacity to handle a variety of information, the need for a honeymoon phase, and the difficulties of leading a comfortable life in society. Therefore, to live in today's society, one needs to be able to communicate, be creative, think critically, analyse information, and be tech-savvy. This literature study concludes by exploring the impending problems and changes affecting the field of education, with an emphasis on cooperative teachers' opinions on supervision in elementary schools. A thorough review of the body of literature has revealed important insights into how educational practices are changing and the vital role that cooperative teachers have played in this shift. The perspectives held by cooperative teachers provide a comprehensive knowledge of the difficulties they encounter, the cutting-edge methods they use, and the potential they see in the upcoming paradigms of education. This study emphasizes the value of individualized and helpful supervision techniques, mentorship programs, and group learning initiatives through their experiences. The review also identifies new trends, such as the use of interactive teaching methods, mentorship strategies, and technological integration. These Trends show how cooperative instructors are adaptable and resilient in accepting change, in addition to how the needs of the modern classroom are changing. It is clear that as time goes on, the viewpoints of the cooperative teachers will continue to influence how elementary education is developed. They emphasize the importance of building a supportive atmosphere that supports cooperation, innovation, and ongoing professional development in their insightful recommendations for educational policymakers, administrators, and other educators.

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