



## **A Peer-Coaching-Based Professional Guidance Model for Islamic Education Teachers in Teacher Working Groups**

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### **Abstract**

This study aims to explore how peer coaching is implemented within Teacher Working Groups through a qualitative case study design. The participants involved were 10 Islamic education teachers, three administrators of the Islamic education teacher working group, and one Islamic education supervisor. Data were collected using in-depth interviews, observations, and document analysis to understand teachers' real practices and experiences in conducting peer coaching. The findings show that peer coaching is implemented through regular collaborative meetings, blended learning sessions, and professional learning communities, which facilitate shared reflection and mutual feedback. The qualitative analysis indicates that peer coaching helps teachers improve lesson planning, diversify instructional strategies, and strengthen the use of formative assessments in PAI classrooms. It also fosters reflective thinking and enhances teachers' adaptability to both the National Curriculum and the Merdeka Curriculum. However, several challenges were identified, including inconsistent implementation, limited time allocation, and varying levels of teachers' readiness to engage in critical reflection. The study concludes that optimized peer coaching requires stronger institutional support and more structured, continuous professional development to maximize its contribution to improving teaching practices in Islamic Education.

**Keywords:** Islamic education, peer-coaching, professionalism, teacher working groups

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## **A. Introduction**

Improving the professionalism of Islamic Education teachers is an important prerequisite for strengthening the quality of national education. Amidst increasingly dynamic curriculum demands, Islamic education teachers are required to continuously develop their pedagogical, professional, social, and personal competencies (Al- Manaf, 2022; Laa, Raspa; Subagyo, Ahmad; Sofyan, 2025). To support these needs, the government provides various professional development mechanisms, including Teacher Working Groups. Teacher Working Groups act as a collaborative forum that allows teachers to share experiences, discuss learning strategies, and solve problems they encounter in the classroom (Asalihin, 2021a). However, the effectiveness of Teacher Working Groups in improving the quality of learning is often not optimal, especially when activities are still administrative in nature and do not fully address the real needs of Islamic education teachers (Muzari'ah, 2023).

In the context of more relevant and participatory professional development needs, peer coaching has emerged as a potential approach. Peer coaching involves collaboration between colleagues to provide each other with reflective feedback, instructional support, and encouragement to improve teaching practices. Unlike hierarchical mentoring, peer coaching emphasizes equal relationships between teachers so that each participant can act as both a learner and a provider of constructive feedback (Feddeck & Messer, 2024). In practice, peer coaching emphasizes equal collaboration, where each individual serves as both a learner and a provider of feedback, making the process of self-development reciprocal and enriching the professional experience of both parties.

This process generally includes stages of building trust, collaboration in reflection and pedagogical discussions, providing professional feedback, and applying learning to real-world practice (Ben-Peretz, M., Gottlieb, E., & Gideon, 2018). Various studies show that peer coaching consistently improves teacher competence and learning quality. Teachers involved in this activity report improvements in their reflective abilities, mastery of teaching strategies, motivation, and confidence in implementing learning (Zhang, S., Liu, Q., & Wang, 2017). In addition to strengthening pedagogical knowledge, peer coaching also builds a collaborative learning community, enabling teachers to work together rather than individually and to support one another in improving learning practices.

However, the application of peer coaching in Islamic Religious Education remains limited. Syahrudin's (2023) study reveals that KKG's role in improving the competence of Islamic Religious Education teachers across several regions, including Makassar, has not been optimal. In addition, the exploration of peer coaching models in teaching working groups of Islamic religious education has not been widely conducted, so the potential of this model has not been fully utilized. Furthermore, research by Badri P. Dhamala (2024) in Nepal also shows that research on peer coaching often focuses on teachers' perceptions without measuring the real impact on teaching skills or measurable learning outcomes. This condition indicates a gap in research in terms of both context and methodology, especially regarding the measurement of the effectiveness of peer coaching in strengthening the professionalism of Islamic Education teachers.

Based on these gaps, this study aims to develop and analyze the implementation of peer-coaching programs within Islamic Education Teacher Working Groups. The study evaluates the implementation process and measures the program's actual

impact on the comprehensive competencies of Islamic Education teachers. Through a collaborative approach among peers, this study is expected to provide theoretical and practical contributions on how peer coaching can be an effective, sustainable professional development model that meets the needs of Islamic Education teachers in elementary schools. Thus, this study has the potential to provide strategic alternatives to strengthen the quality of Islamic Education learning in Indonesia.

## **B. Literature Review**

The peer coaching model has been proven to be a highly effective strategy in teacher professional development (Hajar, I., & Yusrianti, 2024). Research shows that this approach can continuously improve the quality of learning by providing a space for exchanging ideas, classroom observation activities, and reflection on teaching practices. The main characteristic of peer coaching is an equal relationship between colleagues, without any noticeable differences in status or position (Sutjipto, 2016). In addition, peer coaching can also integrate technology into the learning process. Structurally, this process involves stages of building trust, collaboration in reflection (joint deliberation), providing constructive feedback, and internalizing learning outcomes (Latipah, 2024). Furthermore, found that peer coaching can improve teachers' competence in utilizing Information and Communication Technology (ICT) for learning, while other researchers reported an increase in motivation, self-confidence, and deeper reflective abilities in teachers (Zhang, S., Liu, Q., & Wang, 2017; Akhyar, Y., Ningsih, W., & Guswanti, 2025). Peer coaching has also been proven effective in improving teacher competence, as shown in research by Widodo (2018) which found that peer coaching can improve teachers' competence in utilizing Information and Communication Technology (ICT) for learning. This approach combines collaborative dynamics, experience transfer, and reinforcement of pedagogical skills relevant to current educational challenges (Afshar, H., & Doosti, 2022).

Although numerous studies have widely confirmed the effectiveness of peer coaching, its application in Islamic Religious Education still faces several specific challenges. Asalihin (2021) emphasizes that Teacher working groups of Islamic education teacher is a strategic forum to encourage improvement in the quality of Islamic religious education learning, but Muzari'ah (2025) emphasizes that Islamic education teacher working groups still face obstacles in implementing approaches that are truly innovative and suited to the authentic needs of teachers. These challenges include difficulties selecting methods relevant to the learning context, limitations in teachers' ability to apply new strategies, and a lack of supporting facilities that enable professional development activities to be conducted optimally. Thus, systematic efforts are needed to ensure that every program in the teacher working groups can respond to the real needs of Islamic education teachers and encourage the continuous transformation of learning practices.

Rayendra (2020) also highlights the importance of a one-on-one partnership approach in instructional mentoring as a key element for successful implementation. This points to a Context Gap, namely the limitation of literature and models that systematically integrate the principles of equality and the peer coaching feedback cycle into the structure of Islamic education teacher working groups. In other words, the existing literature has not fully addressed how peer coaching practices can be designed as a structured, equitable, and continuous instructional improvement-oriented process within the Islamic Education teacher learning community.

In addition, previous studies have identified weaknesses in measurement, leading to a measurement gap. For example, research conducted by Badri P. Dhamala (2024) on peer coaching for English teachers in Nepal, focused only on the subjective perspectives and experiences of teachers. The study did not provide empirical evidence of the program's actual impact, either in terms of improved pedagogical skills or other quantitative indicators that could more directly measure the intervention's effectiveness.

Based on previous literature analysis, this study attempts to address methodological and contextual gaps that have not been widely explored. This study explicitly adopts a case-study approach to examine the implementation of the Islamic Education Teacher Working Group program, which uses a peer-coaching model. The research focuses on two main aspects: first, examining how the program is implemented; and second, assessing the tangible and measurable impact on four dimensions of teacher competence, including pedagogical, professional, social, and personal competence. This approach is designed to go beyond previous studies, which generally only highlight participants' perceptions without presenting empirical evidence. Thus, this study offers a more substantial theoretical contribution and reinforces peer coaching as a potentially transformative alternative approach in the professional development of Islamic education teachers.

## **C. Method**

### **1. Research Design**

This study was designed using a qualitative, case-study approach. This design was chosen to explore in depth how peer coaching practices are actually implemented within the Teacher Working Group (KKG). The use of case studies aims to capture and analyze the phenomenon of teacher professionalism development in a natural setting. Thus, the primary focus of this study is to understand the processes and dynamics at work in the field, rather than to conduct experimental trials or develop new products.

### **2. Participants of the Study**

The research was conducted in the Babakan Ciparay District, Bandung City, involving elementary school Islamic education teachers who were active participants in the teacher working group forum, constituting the program population. The participants involved were 10 Islamic education teachers, three administrators of the Islamic education teacher working group, and one Islamic education supervisor. The research location was chosen based on the active, regular activities of the teacher working group, making it a relevant research object for studying a peer-based teacher professionalism development program.

### **3. Instruments**

The research instruments used were in-depth interview guidelines, observation sheets, and documentation guidelines. These instruments were developed during the research preparation stage to collect data on the implementation process of the peer-coaching-based Teacher Working Group program and its impact on the competence of Islamic education teachers.

### **4. Data Collection Techniques**

Data collection in this qualitative case study used three main techniques: in-depth interviews, observation, and documentation. Although the program involved Islamic education teachers, in-depth interviews were conducted with key subjects

selected purposively to obtain rich and in-depth data. The respondents interviewed included 10 Islamic education teachers who were actively involved (as representatives of program participants), three administrators of the Islamic education teacher working group (for a managerial perspective), and 1 Islamic education supervisor (for a policy perspective). These interviews aimed to explore narratives, opinions, and in-depth reflections on the teachers' experiences and the program implementation process.

Observations were conducted to record factual data, particularly the implementation of the peer-coaching cycle and reciprocal classroom observation sessions. Through observation, data were obtained on positive peer interactions, teachers' skills in providing professional feedback, and the application of innovative learning methods in the classroom. Meanwhile, documentation was used to complement and verify the findings, including Teacher Working Group activity reports, collaborative teaching tools, teacher reflection sheets, and program evaluation instruments.

## **5. Analysis Techniques**

The collected data were analyzed using qualitative descriptive analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. Information from the observations and interviews was then categorized into key themes, including the implementation of peer coaching activities, teacher involvement in the coaching process, and the impact on improving professional competence. The results were analyzed in depth to interpret the field findings and compared with supporting documents to draw valid conclusions.

To ensure the validity (credibility) of the findings, this study used data source and technique triangulation. Source triangulation was carried out by comparing data obtained from interviews with Islamic education teachers, teacher working group administrators, and Islamic education supervisors. Technique triangulation was carried out by comparing the results of interviews, observations of peer-coaching activities, and document analysis. The performance of Islamic Education teachers was measured through improvements in four aspects of competence: pedagogical, professional, social, and personality, based on the results of observations, interviews, and teacher reflections during their participation in peer-coaching-based teacher working group activities.

## **D. Findings**

The implementation of the Islamic Education teacher professionalism development program through peer-coaching-based Teacher Working Groups in Islamic Education in Babakan Ciparay District, Bandung City, is a strategic step to improve the quality and competence of teachers continuously. This program involves Islamic Education teachers from elementary schools in the Babakan Ciparay District who are members of the Teacher Working Groups forum. Through a peer-coaching approach, teachers share their teaching experiences, observe their peers, and provide constructive feedback to improve the learning process in the classroom. The following are the results of observations related to the Islamic Education teacher professionalism development program through peer-coaching-based Teacher Working Groups in the Babakan Ciparay District, Bandung City.

**Table. 1**  
**Teacher Professionalism Development Program for Islamic Education Teachers Through Teacher Working Groups Based on *Peer Coaching***

No.	Program Components	Activity Description	Implementer / Participant	Time of Implementation	Success Indicators	Results / Impact
1	Program Objectives	Enhancing the professionalism and competence of Islamic Education teachers through Teacher Working Groups activities based on peer coaching, with an emphasis on collaboration, reflection, and improving the quality of learning.	Islamic Education Teachers for all elementary schools in Babakan Ciparay subdistrict	Januari–December 2025	Teachers can implement innovative, reflective learning through collaboration.	Improvement of pedagogical, professional, and social competencies of Islamic Education teachers
2	Form of Activity	a. Peer coaching workshop b. Teacher observation c. Reflection and peer feedback: Collaborative teaching tool development	Resource Persons: Teacher Working Groups, administrators, and participating teachers	Every month (second meeting)	Teachers actively reflect on their teaching practices in accordance with group dynamics.	A culture of mutual learning among teachers has been established.
3	Coaching Material	a. The concept and practice of peer coaching. b. Active learning strategies based on Islamic values. c. Integration of ICT in Learning Islamic Education d. Authentic and reflective assessment	Teacher Working Groups Facilitators, Islamic Education Supervisors, and Professional Instructors	Adjusted to the Teacher Working Groups schedule	The development of innovative and reflective teaching tools by Islamic Education teachers	The quality of the learning process has improved significantly
4	Implementation Method	a. Small group discussions (peer groups)	Head of Teacher Working Groups,	Every 2-month cycle	Positive and supportive peer	Teachers have reflective awareness

		b. Reciprocal classroom observation c. Peer coaching (coach-coachee) d. Joint reflection and follow-up	facilitators, and all participating teachers		interactions are created	of teaching practices
5	Facilities and Infrastructure	Teacher Working Groups meeting room, LCD, digital teaching devices, observation sheets, assessment instruments	Provided by Teacher Working Groups and the local Education Office	During the program	Facilities supporting the smooth running of activities	Activities are carried out effectively and efficiently
6	Program Evaluation	a. Pre- and post-training assessments b. Observations of peer coaching implementation c. Teacher satisfaction and reflection questionnaires	Teacher Working Groups evaluation team and Islamic Education supervisors	End of semester	Compilation of reports on the improvement of Islamic Education teacher competencies	Teachers reported improvements in pedagogical, professional, and social competencies; some cited challenges related to school support and time, while others reported significant benefits from peer collaboration.
7	Follow-up	a. Strengthening the Islamic Education teacher learning community b. Publication of good practices in the Teacher Working Groups forum c. Establishment of permanent peer mentors	Babakan Ciparay Teacher Working Groups and Islamic Education Supervisors	Next semester	Continuity of the peer-coaching program	Teacher Working Groups become a center for continuous professional development.



**Figure 1. Program Objectives**

Through interviews with Islamic education teachers, Islamic education supervisors, and Teacher Working Group administrators, observation of activities, and document analysis, it was found that the implementation of peer coaching within the Teacher Working Group was structured and had a positive impact on improving teachers' competence. Peer coaching was conducted through monthly meetings, intensive communication in WhatsApp groups, and small study groups that conducted reciprocal classroom observations. Observations of Teacher Working Group activities show that the forum serves as a space for reflection and discussion of learning issues. According to Imas Idah (Islamic Education Teacher Interview, October 12, 2025), *"When we meet at the Teacher Working Group, we usually discuss the learning challenges of that week, and then our friends help by giving advice. So we are greatly helped."*

The Teacher Working Group program document states that peer coaching activities are carried out in three stages: coaching concept briefing, peer guidance simulation, and core activities, such as classroom observation. These three stages were found to be running as planned. One of the Teacher Working Group administrators, Dani M. Jalil, emphasized, *"We always start with a refresher on the concept of coaching, then simulations so that teachers get used to giving feedback, and only after that do they observe in their respective classrooms"* (Dani M. Jalil, Teacher Working Group Administrator Interview, October 18, 2025). Field observation results indicate that teachers are increasingly accustomed to providing professional feedback, using observation instruments, and reflecting on their teaching practice.

Interviews with Islamic Education teachers revealed that the peer coaching program improved pedagogical, professional, social, and personal competencies. Dindin said, *"Since joining the coaching program, I have become more confident in using digital media and more creative in developing learning methods"* (Dindin, Islamic Education Teacher Interview, October 18, 2025). However, several obstacles remain, particularly time constraints and maintaining objectivity.

Institutional support is also an important factor in the program's success. The principal and the Bandung City Education Office provide facilities and regulatory support for coaching activities. Nurul Kamilah said, *"We always allow and support teachers to participate in coaching because the results are visible in the way they teach"* (Principal Interview, October 19, 2025). A collaborative work environment encourages teachers to be more active in Teacher Working Group activities. This is



reinforced by the statement of Islamic education supervisor H. Saeful Mufid: "*The Islamic Education Teachers Working Group in Bandung already has a good culture of collaboration, so coaching is easier to implement*" (Islamic Education Supervisor Interview, October 22, 2025).

## **E. Discussion**

The implementation of peer coaching in Teacher Working Groups is a professional development strategy that is increasingly relevant amid demands for improved learning quality, including in the context of Islamic Religious Education, and has been proven to improve the quality of pedagogical practice significantly (Seferoğlu, 2001; Sulhan, 2022). In practice, the Teacher Working Group enables teachers to work collaboratively through regular meetings, blended learning, and professional learning communities. Activities such as discussing learning issues, developing teaching tools, providing technology training, conducting classroom observations, and engaging in joint reflection are integral to this model. A case study in Indonesia shows that peer coaching effectively helps teachers design collaborative, contextually relevant annual work programs, including planning learning based on the real needs of schools (Purnasari et al., 2023). In addition, the application of ICT-based peer coaching has been proven to be effective in strengthening teacher learning communities (Sutjipto, 2016) and improving teacher performance when the process is designed systematically (Munawir et al., 2023).

The teacher working group model based on peer coaching is in line with international literature that emphasizes that teacher professional development must be continuous, collaborative, and relevant to the school context (Darling-Hammond, L., Hyler, M., & Gardner, 2017; Wangphasit, 2022). Within this framework, teachers are not merely recipients of material but active peers who contribute to reflection, professional dialogue, and peer mentoring.

The development of Teacher Working Groups based on peer coaching is an important strategy for improving teacher competence through collaboration, reflection, and sharing experiences (Sulhan, 2022; Chen et al., 2023). This approach emphasizes the active role of teachers as peers in a process of continuous professional learning that is relevant to the real needs of schools.

The design of teacher working group programs based on peer coaching generally involves the following stages: setting common goals, identifying needs, group discussions and reflections, classroom observations, and providing constructive feedback between teachers. The GROW Coaching model (Goal, Reality, Options, Will) has been used to assist teachers in designing annual work programs, facilitating discussions, analyzing needs, and creating program roadmaps (Purnasari et al., 2023) thereby helping teachers set goals and evaluate teaching practices in a structured manner (Slamet et al., 2025). Peer coaching is highly relevant in preparing teachers to face the demands of 21st-century learning (Sumartiningsih, 2024) and has been proven to develop reflective skills and professional support for both novice and experienced teachers (Kurtts, S. A., & Levin, 2000; Wong, K., & Nicotera, 2003). Peer coaching can improve teachers' competence in developing teaching tools (Laksmi et al., 2022) and that teacher working groups play an important role in improving the performance of Islamic education teachers through peer mentoring (Mongin, M., & Ruwandi, 2023). Even in the context of language learning, peer observation is believed to accelerate the development of teacher professionalism (Lestari, I. D., & Dewi, 2023). Peer coaching also emphasizes the principles of equality, open dialogue,

and the observation-feedback cycle (Chen et al., 2023). Thus, in practice, peer coaching emphasizes cooperation, in which each acts as both a learner and a provider of feedback, making the process of self-development reciprocal and enriching the professional experience of both parties.

In the Islamic education Teacher Working Group in the Babakan Ciparay District, Bandung City, one of the implemented programs is Peer Coaching, which develops the professionalism of Islamic education teachers by helping them hone their pedagogical, professional, social, and personal skills through systematic and collaborative Teacher Working Group activities. The main objective of peer coaching is to encourage improvement in various aspects of personal and professional development (Dhamala, 2024). Through this activity, participants are expected to hone their practical and interpersonal skills, develop deeper self-reflection abilities, and build a sense of togetherness that can reduce feelings of isolation in the work or learning environment (Masnawati et al., 2019; Saad, 2019). Additionally, peer coaching is an effective way to accelerate career learning and professional development, as individuals can exchange experiences, knowledge, and performance-improvement strategies.

Using a peer-coaching approach, teachers are encouraged to learn from each other, exchange experiences, and provide feedback on each other's teaching practices. This program also emphasizes the importance of cooperation, reflection, and improving the quality of the learning process in order to build a sustainable professional culture among Islamic education teachers. Through these efforts, Teacher working groups have not only become a regular meeting place, but have also developed into a means of competency development that has a real impact on improving the quality of Islamic Education at the elementary school level.

## F. Conclusion

The findings of this study indicate that implementing peer coaching within teacher working groups significantly improves learning quality, especially for schools and teachers who need a collaborative space to improve their competence continuously. From a policymaker's perspective, these results emphasize the need for more systematic support, including clear regulations, competent facilitators, and adequate funding to ensure that peer coaching practices can be implemented continuously across educational levels. However, this study has several limitations, including a narrow sample, a relatively short mentoring period, and reliance on the internal capacity of the teacher working group, which limits the generalizability of the findings. Considering these limitations, future research should involve more schools, extend the implementation period, and combine peer coaching with other professional development models to gain a more comprehensive understanding of its effectiveness in improving the professionalism of teachers in Islamic education.

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