



Implementation of *coaching* methods in Islamic Religious Education learning at Elementary school 1 and 2 Maitara Island, Tidore Islands

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ABSTRACT

This study aims to describe the implementation of the coaching method in learning Islamic Religious Education (PAI) on the motivation and understanding of students in Elementary school 1 and Elementary school 2 Maitara Island, Tidore Islands City. The research method used is a qualitative approach with a descriptive type. Data collection techniques are carried out through interviews, observations, and documentation. The research informants consisted of Islamic Religious Education teachers and students of grades IV and V. Data analysis was carried out through data reduction, data presentation, and conclusion drawn.

The results of the study show that the implementation of the coaching method in PAI learning is carried out through a dialogical and reflective approach, where the teacher acts as a facilitator who encourages students to think critically through open-ended questions and reflection on learning experiences. This implementation has been proven to be able to increase student learning motivation, characterized by increased enthusiasm, active participation, and confidence in participating in learning. In addition, the coaching method also increases students' understanding of PAI material because learning is more meaningful and associated with real experiences in daily life.

The conclusion of this study shows that the coaching method is effective in increasing students' motivation and understanding in learning Islamic Religious Education in elementary schools, although there are still obstacles such as limited learning time and consistency of application by teachers.

Keywords: coaching methods, Islamic Religious Education, learning motivation, student understanding, elementary learning

I. Introduction

Islamic Religious Education (PAI) has a strategic role in shaping the character, morals, and spirituality of students from the elementary school level. However, various studies show that the quality of learning in Indonesia still faces challenges, especially in terms of active student involvement and reflective thinking skills. The results of international studies such as the Programme for International Student Assessment (PISA) show

that the literacy and comprehension skills of Indonesian students are still below the OECD average, which indicates that the learning process has not fully encouraged deep understanding. According to Van Nieuwerburgh (2018): "*Coaching in education supports learners to develop autonomy, reflective thinking, and responsibility for their own learning.*" This shows that the coaching method does not only focus on knowledge transfer, but also on developing students' learning awareness.

In addition, a report by the Ministry of Education, Culture, Research, and Technology shows that learning practices in elementary schools are still dominated by lecture and memorization methods. This causes students to tend to be passive and lack the opportunity to develop critical and reflective thinking skills. In the context of PAI learning, this condition has an impact on the low internalization of religious values, where students memorize more material than understanding and practicing it in daily life.

Empirically, this condition is also seen in PAI learning in Elementary school 1 and Elementary school 2 Maitara Island, Tidore Islands City. Based on the results of initial observations, the learning process is still centered on the teacher with the use of the dominant lecture method. Interaction between teachers and students tends to be one-way, so students are less active in expressing opinions and asking questions. In addition, some students show low motivation to learn, which can be seen from the lack of attention during learning and lack of participation in discussions. The coaching method is a learning approach that emphasizes the development of individual potential through a reflective and dialogical process. Coaching allows students to build understanding independently through open-ended questions and constructive interaction (Whitmore, 2017). In addition, coaching has been shown to be effective in increasing intrinsic motivation and student involvement in learning (Grant, 2014).

Furthermore, the results of initial interviews with PAI teachers show that teachers have not fully implemented innovative and reflective learning approaches. Teachers tend to focus on delivering material according to the curriculum, with time constraints as one of the main obstacles in developing more interactive learning methods. On the other hand, the relatively large number of students in the class is also a challenge in giving individual attention to each student.

To overcome these problems, a learning approach is needed that is able to increase student active involvement and encourage learning awareness. One relevant

approach is the coaching method. Empirically, various studies show that coaching methods can increase students' learning motivation, confidence, and reflective thinking skills. This method emphasizes a dialogical process through open-ended questions that help students find understanding and solutions independently. According to Grant & Cavanagh (2011) states that: "Coaching interventions enhance motivation, engagement, and goal-directed behavior in learners." Thus, coaching has the potential to increase students' active involvement in the learning process.

In the context of PAI learning, the coaching method has great potential because it can help students not only understand the material cognitively, but also reflect and internalize religious values in daily life. However, the implementation of the coaching method in elementary schools, especially in archipelagos such as Maitara Island, has not been studied in depth.

Based on these empirical facts, it is important to conduct research on the implementation of coaching methods on student motivation in learning Islamic Religious Education in Elementary school 1 and Elementary school 2 Maitara Island, Tidore Islands City. This research is expected to provide a real picture of the process of implementing the coaching method, its impact on learning, and the obstacles faced in its implementation. So the formulation of the problem in this study is: How is the implementation of the coaching method in Islamic Religious Education learning on student motivation and understanding?

Research on coaching methods in the field of education has developed quite rapidly in recent years. Various studies show that coaching methods are effective in increasing students' learning motivation, independence, and critical thinking skills. However, most of the research still focuses on the context of general education, such as learning science, mathematics, or soft skills development, and is more done at the secondary and tertiary education levels.

On the other hand, research that specifically examines the application of

coaching methods in Islamic Religious Education (PAI) learning is still relatively limited. The existing studies generally only highlight aspects of learning outcomes in general, without delving deeply into the process of coaching implementation in building religious awareness and students' reflective abilities. In fact, PAI learning has special characteristics that not only emphasize cognitive aspects, but also affective and spiritual aspects.

This study offers both conceptual and contextual novelty by examining the implementation of the coaching method in Islamic Religious Education (PAI) at the elementary school level within a remote island setting, namely elementary schools on Maitara Island, Tidore Islands City. Unlike previous studies that predominantly focus on general subjects or higher levels of education, this research positions coaching as a reflective and dialogical pedagogical approach for strengthening not only students' learning motivation and comprehension but also the internalization of religious values in daily life. The contribution of this study lies in three main aspects: first, it enriches the limited body of literature on coaching in PAI learning, particularly in elementary school education; second, it provides empirical evidence on how coaching can foster active participation, reflective thinking, and meaningful religious learning among students; and third, it offers practical insights for teachers and schools, especially in underrepresented archipelagic contexts, regarding the use of more student-centered and transformative learning approaches in PAI instruction.

II. Research Methods

This study uses Qualitative Approach with an interpretive paradigm to reveal the deep meaning and subjective experience of education actors related to the application of coaching methods in Islamic Religious Education (PAI) subjects. This paradigm was chosen because the reality of coaching is contextual and multiple, influenced by the geographical factors of remote Maitara Island, community culture and limited educational infrastructure.

According to Braun (2016), qualitative research allows researchers to explore the learning process naturally, explore the experiences of teachers and students, and understand the meaning behind the interactions that occur during learning. Thus, this research does not focus on numbers or statistical measurements, but on an in-depth description of the reality that occurs in the field.

The data collection technique in this study was carried out through observations, interviews, and documentation. Observations were made to directly observe the learning process of Islamic Religious Education in the classroom. Interviews were conducted in depth with teachers and students to obtain information about the application of coaching methods in learning. Documentation is used to complete research data in the form of learning documents such as learning implementation plans and learning activity records. This research was carried out at Elementary school 1 and Elementary school 2 Maitara Island, Tidore City, Islands. This location was chosen because it represents the challenges of the archipelago's education.

III. Results and Discussion

Elementary school 1 and Elementary school 2 Pulau Maitara are basic education units located in the region Maitara Island, Tidore Islands City, North Maluku Province. These two schools are located in an archipelago environment that is relatively far from the city center, so they have distinctive educational characteristics with the social conditions of coastal communities.

Elementary school 1 Pulau Maitara and Elementary school 2 Pulau Maitara play an important role in providing basic education services for school-age children in the region. These two schools are the main learning centers for the people of Maitara Island in improving the quality of human resources through formal education. In the learning process, these two schools apply the national curriculum with adjustments to local conditions. Teachers in this school strive to create active, contextual, and oriented learning to strengthen the character of students, including in the subject of Islamic

Religious Education (Madden et al., 2011; Ben-Yehuda, 2015).

Despite being in an archipelago with certain limitations such as access and facilities, Elementary school 1 and Elementary school 2 Maitara Island still show commitment to improving the quality of education and building a positive learning culture for students. The accreditation of Elementary school 1 and Elementary school 2 schools received the same score **A**.

The results of the study show that the implementation of the coaching method in learning Islamic Religious Education (PAI) in Elementary school 1 and Elementary school 2 Maitara Island, Tidore Islands City has been applied in the form of a dialogical approach between teachers and students. The teacher no longer completely dominates the learning but begins to play the role of a facilitator who guides the student through reflective questions.

The implementation of the coaching method is carried out through several stages, namely building relationships (rapport), exploring student understanding, providing reflective questions, and strengthening and follow-up learning. This stage is in line with the concept of coaching according to Whitmore (2017) which emphasizes the importance of awareness and responsibility in the learning process.

Based on the results of the interview with Mrs. Nurjana Senuk, S.Pd.I teacher of Islamic Religious Education at Elementary school 1 Maitara, the following information was obtained: "In learning I do not directly explain all the material, but I often ask questions so that students can think for themselves and express their opinions." (PAI Teacher of Elementary school 1 Maitara Island). From this statement, it can be seen that teachers are starting to apply a coaching approach by providing space for students to think, reflect, and relate the material to real experiences experienced by students.

The same thing was conveyed by one of the students at Elementary school 1 Maitara Irfan Ahmad, the results of interviews with students showed a positive response to the application of the coaching method: "If I study now, I am often asked, so I have to think before

answering." "I prefer it when the teacher asks questions, because it becomes more understanding than just listening and I am more motivated to learn." (Grade IV students).

The student's statement shows that the coaching method makes students more active, involved, and understands the material more deeply. This was also followed by the results of an interview with the teacher of Elementary school 2 Maitara Yanti Muhammad, S.Pd, I teacher of Islamic Religious Education subject "This coaching method helps me see the students' thinking ability. There are students who are passive at first, but after being asked a lot, they start to dare to answer." I also see children understand religious values such as honesty and discipline better because they find the answers themselves.

The results of the interviews show that teachers have undergone a change in the role of *teacher-centered to facilitator-centered learning*. Teachers are no longer dominant in explaining the material, but rather use reflective questions to explore students' understanding.

In addition, the results of an interview with Elementary school 2 student Maitara Amelia Budi explained that "I like it when the teacher asks about our experience at home, so it is easier to understand the lesson". If I were to ask you, I'd forget about it quickly, but if you ask me, I'll remember it." The findings of this study show that the coaching method has a positive impact on the PAI learning process in elementary schools. Learning becomes more interactive, reflective, and meaningful. Students not only become recipients of information, but also actively build their own understanding. (Grade V students).

The implementation of the coaching method is carried out through a dialogical and reflective learning approach, where the teacher no longer dominates learning, but plays the role of a facilitator who directs students through open-ended questions, encourages students to think, express opinions, and reflect on learning experiences related to PAI materials. This process creates a more active, participatory, and *student-centered learning environment*.

In terms of learning motivation, the results of the study show that the coaching

method is able to increase students' enthusiasm and involvement in learning. Students become more excited because they feel directly involved in the learning process, not only as listeners but also as active subjects who build their own knowledge. This shows an increase in students' intrinsic motivation in participating in Islamic Religious Education learning. Theoretically, these findings are in line with the opinion of Grant & Cavanagh (2011) who stated that coaching can increase motivation, engagement, and goal-oriented behavior of learners.

Meanwhile, from the aspect of understanding, the coaching method also contributes to increasing students' understanding of PAI materials. Students not only memorize concepts, but are able to understand and relate the material to everyday life. Through reflective questions from teachers, students are encouraged to construct their own understanding based on their experiences, such as in moral material, honesty, and discipline. This makes learning more meaningful and memorable. This finding is supported by van Nieuwerburgh (2018) who states that coaching in education can increase awareness, reflection, and deeper understanding in students.

Overall, the implementation of the coaching method in Islamic Religious Education learning shows that there is an interrelated relationship between the learning process, motivation, and student understanding. When teachers consistently apply a coaching approach, students become more motivated to learn and at the same time show increased understanding of the material. This happens because the coaching method creates an open, safe learning environment and encourages students to actively think and reflect on their learning experiences (Brevik et al, 2022; Kraft, 2018).

However, the implementation of the coaching method still faces several obstacles, such as limited learning time, a large number of students in the classroom, and the inconsistent application of coaching techniques by teachers at each meeting. These obstacles cause the effectiveness of the coaching method to not be fully optimal, so it is necessary to strengthen

teacher competence and consistency in its application (Novitasari & Shofwan, 2024).

These results reinforce Whitmore's (2017) opinion that coaching is effective in building individual awareness and responsibility. In addition, this research is also in line with the theory of constructivism which emphasizes the importance of experience and social interaction in learning. Thus, the implementation of the coaching method in Elementary school 1 and 2 Maitara Island shows that this approach is relevant to improve the quality of PAI learning, especially in building active student involvement and understanding of Islamic values. "*Coaching has a positive effect on personal development, behavioral change, and performance improvement.*" (Theeboom, Beersma, & van Vianen, 2014; Green et al., 2017).

The teacher in this study plays the role of a facilitator who directs students through reflective questions. This is in line with the findings Jones, Woods, & Guillaume (2016) which states that: coaching-based approaches shift the teacher's role from knowledge transmitter to learning facilitator who supports student self-discovery. Thus, the implementation of coaching in Elementary school 1 and 2 Maitara Island shows the transformation of the teacher's role from the dominance of lectures to the supervisor of students' thinking processes

IV. Conclusion

Based on the formulation of the problem regarding the implementation of the coaching method in Islamic Religious Education learning on student motivation and understanding, it can be concluded that the application of the coaching method in Elementary school 1 and Elementary school 2 Maitara Island, Tidore City, Islands has a positive influence on increasing student learning motivation and understanding in Islamic Religious Education learning.

The implementation of the coaching method is carried out through a dialogical and reflective learning approach, where the teacher not only plays the role of delivering the material, but also as a facilitator who directs students

through open-ended questions, provides opportunities for students to think, and relates learning materials to real experiences in daily life. This process encourages students to be more active, confident, and directly involved in learning.

In terms of learning motivation, the coaching method has been proven to be able to increase students' interest and enthusiasm in participating in Islamic Religious Education learning. Students become more enthusiastic because they feel actively involved in the learning process, not only as listeners, but also as actors who build their own understanding.

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