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Coaching as a Strategy for Learning Community Development to Enhance Teachers' Pedagogical Competence: A Case Study in a Elementary School

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ABSTRACT

Continuous professional development is essential to improve teachers' competence and respond to educational transformation. This study aims to analyze the implementation of coaching as a strategy for developing a learning community (komunitas belajar) to enhance teachers' pedagogical competence at SD Negeri Candirejo 02 Ungaran Barat. A qualitative case study approach was employed using interviews, observations, and documentation involving the principal, teachers, and learning community coordinators. Data were analyzed through interactive thematic analysis. The findings show that coaching strengthened teacher professional development through collaborative discussions, reflective practice, peer feedback, and classroom observation. Teachers' pedagogical competence improved in differentiated lesson planning, student-centered learning, instructional material development, formative assessment, classroom management, and reflective teaching. The principal played a key role in sustaining coaching activities, although implementation was constrained by limited time, administrative workload, and differences in teacher readiness. The novelty of this study is a coaching based learning community model integrating instructional leadership, collaborative professional learning, and reflective coaching as a sustainable educational management strategy. This study concludes that coaching-based learning communities effectively strengthen teachers' pedagogical competence and foster sustainable professional learning in elementary schools.

1. Introduction

Educational transformation in the era of curriculum changes and technological advancement requires teachers to possess adaptive, reflective, and sustainable professional development capacities. Teachers are no longer positioned merely as

transmitters of knowledge, but also as lifelong learners who are capable of designing innovative learning processes, reflecting on teaching practices, and adjusting instructional strategies according to students' needs. Within the implementation of the Merdeka Curriculum, teachers' pedagogical competence has become one of the determining factors in achieving student-centered learning. Pedagogical competence encompasses teachers' ability to understand students' characteristics, design learning activities, implement meaningful learning processes, conduct assessments, and utilize assessment results to improve learning quality.

The urgency of strengthening teachers' pedagogical competence has become increasingly significant because learning quality is strongly influenced by teachers' ability to manage effective instructional processes. Teachers with strong pedagogical competence are able to create active, creative, collaborative, and student-oriented learning environments. Conversely, limited pedagogical competence may result in conventional learning practices, less innovative instructional approaches, and inadequate optimization of students' potential. Several studies indicate that gaps in teacher competence remain evident, particularly in lesson planning, implementation of innovative learning models, utilization of educational technology, and development of assessments that promote higher-order thinking skills. These conditions demonstrate that teacher professional development cannot be achieved solely through occasional training programs but requires systematic and sustainable development strategies. Sulaimiah et al. (2021) emphasize that teacher competence, communication ability, and motivation are important factors influencing teacher performance, indicating that professional development must be supported by both individual capacity and organizational support within schools.

From an educational management perspective, teacher professional development is an integral part of school-based human resource management that must be planned, organized, implemented, and evaluated effectively. Management essentially refers to a process of planning, organizing, implementing, and controlling organizational resources to achieve goals effectively and efficiently (Muliana, 2020). Therefore, improving teacher competence is not merely an individual responsibility of teachers but also requires organizational strategies that enable schools to establish sustainable professional learning environments.

One of the emerging strategies in teacher professional development is the establishment of learning communities (*Professional Learning Communities/PLCs*). Learning communities serve as collaborative platforms for teachers and educational personnel to engage in collective learning, share good practices, reflect on teaching experiences, and seek solutions to various instructional challenges encountered in classrooms (Kemendikbudristek, 2022). Within the implementation of the Merdeka Curriculum, learning communities play a strategic role by providing opportunities for teachers to understand curriculum concepts, develop instructional materials, conduct reflective practices, and improve teaching quality through collaboration with colleagues. Rahayu (2023) explains that school learning communities are developed as spaces for teachers to learn together,

exchange experiences, and strengthen professional capacity through continuous collaboration.

The concept of learning communities positions teachers as professional learners who actively develop their knowledge and skills through interaction with fellow educators. Ferayanti (2023) explains that a learning community is a group of educators who intentionally and continuously engage in collective learning activities, collaboration, and reflection on instructional practices to improve learning quality and student outcomes. Consistent with this perspective, previous studies indicate that learning communities contribute to strengthening teacher professionalism by encouraging knowledge sharing, collective reflection, and continuous competency development (Ferayanti, 2023).

DuFour explains that professional learning communities are groups of educators who regularly meet to share experiences, analyze student learning outcomes, design instructional strategies, and collaborate to improve teaching quality. Through learning communities, teachers have opportunities to discuss instructional challenges, exchange best practices, receive feedback, and improve teaching practices based on authentic classroom experiences. Therefore, learning communities function as professional reflection spaces that enable teachers to continuously develop their competencies (Gulo et al., 2026).

The effectiveness of learning communities is also strongly influenced by leadership support and communication patterns within schools. Daniëls et al. (2020) explain that school leaders and teachers have interconnected leadership perceptions, where collaborative leadership practices contribute to creating professional environments that support teacher development. Furthermore, effective communication among school members is essential because differences in perspectives and backgrounds may influence collaboration processes within educational organizations (Pratama, 2020). In line with these perspectives, Tujo (2024) emphasizes that learning communities play an important role in improving educator competence by providing structured opportunities for collaboration, reflection, and sharing of professional experiences. Therefore, strengthening learning communities requires not only teacher participation but also strategic management, leadership commitment, and a supportive organizational culture.

Although previous studies have highlighted the importance of learning communities in teacher professional development, limited research has explored how coaching is implemented as a strategic approach to strengthening learning communities and improving teachers' pedagogical competence, particularly in elementary schools implementing the Merdeka Curriculum. Therefore, this study aims to analyze the implementation of coaching in developing the SeBAIK CANDI learning community at SD Negeri Candirejo 02 Ungaran Barat, focusing on the coaching process, the role of school leadership, its contribution to improving teachers' pedagogical competence, and the challenges of sustaining the program. This study is expected to contribute to the development of school-based teacher professional development strategies through coaching-oriented learning communities.

2. Methodology

Research Approach and Design

This study employed a qualitative approach with a case study design. The qualitative approach was selected to explore in depth the implementation of coaching as a strategy for developing a learning community to improve teachers' pedagogical competence within the natural context of the school environment. This approach enables researchers to understand educational phenomena based on participants' experiences, interactions, and professional practices. A case study design was applied because this research focused on examining a contemporary phenomenon within a specific real life context. The case study approach allows researchers to explore phenomena comprehensively by considering the organizational, social, and contextual factors surrounding the research setting. In this study, the case study was used to analyze the implementation of coaching in the learning community at SD Negeri Candirejo 02 Ungaran Barat from an educational management perspective, including planning, organizing, implementation, and evaluation processes.

Research Location and Setting

This research was conducted at SD Negeri Candirejo 02 Ungaran Barat, Semarang Regency, Central Java, Indonesia. The school was selected because it has developed a learning community as a strategy for teacher professional development and implemented coaching practices to strengthen teachers' pedagogical competence. The research was conducted from January to April 2026, including research preparation, data collection, data analysis, and report preparation stages. The research setting was considered important because the implementation of coaching cannot be separated from the school's organizational culture, social environment, and professional learning conditions. Therefore, understanding the context of the school was essential to obtain a comprehensive description of coaching implementation within the learning community.

Research Subjects

The research subjects were selected using purposive sampling. The participants consisted of the principal, teachers, and members of the learning community who were directly involved in coaching activities and teacher professional development at SD Negeri Candirejo 02 Ungaran Barat. A total of 10 participants were involved in this study, consisting of one principal, seven classroom teachers, and two teacher coordinators who served as facilitators of the learning community. The principal was selected because of his role in designing school policies and supervising coaching implementation. The classroom teachers were selected because they actively participated in coaching sessions and implemented the results in classroom instruction. The teacher coordinators were included because they were responsible for organizing learning community activities, facilitating coaching sessions, and monitoring teachers' professional development.

The selection of participants aimed to obtain comprehensive information regarding school policies, learning community management, coaching implementation processes, and changes in teachers' pedagogical competence. In qualitative research, participants are considered individuals who possess experiences and perspectives related to the phenomenon being investigated. Therefore, involving various stakeholders enabled this study to describe how coaching was planned, implemented, and contributed to teachers' professional development. The inclusion criteria for participants were: (1) actively involved in the school learning community for at least one academic year; (2) participated regularly in coaching activities organized by the school; and (3) were willing to participate voluntarily in interviews, observations, and documentation processes. These criteria ensured that participants possessed sufficient experience to provide rich and relevant information regarding the implementation of coaching within the learning community.

Data Collection Techniques

Data were collected through observation, interviews, and documentation. These techniques were combined to obtain comprehensive information regarding the implementation of coaching in developing a learning community. Observations were conducted to examine learning community activities, teacher interactions, and coaching practices in the school environment. Interviews were conducted with participants to explore their experiences, perceptions, challenges, and the impact of coaching on teachers' pedagogical competence. Documentation was used to support the findings through learning community documents, instructional materials, coaching records, and other relevant documents. The use of multiple data collection techniques enabled the researcher to obtain information from different perspectives and strengthen the credibility of the findings. Data collection was conducted continuously throughout the research process to gain a holistic understanding of coaching implementation.

Research Instruments

In qualitative research, the researcher acts as the main instrument responsible for collecting, analyzing, interpreting, and presenting research findings. The researcher's ability to understand the phenomenon, establish relationships with participants, and interpret data is essential in producing meaningful findings. Supporting instruments used in this study included observation guidelines, interview protocols, and documentation formats. These instruments were developed based on the research focus, indicators, and aspects related to coaching implementation, learning community development, and teachers' pedagogical competence.

Data Analysis Techniques

Data analysis was conducted interactively throughout the research process. Data obtained from interviews, observations, and documentation were analyzed through data reduction, data display, and conclusion drawing. The analysis followed an

inductive thematic analysis process adapted from the interactive model of Miles, Huberman, and Saldaña. During the data reduction stage, all interview recordings were transcribed verbatim, observation notes were organized, and relevant documents were reviewed. The researcher then conducted open coding by identifying meaningful words, phrases, and statements related to coaching implementation, learning community activities, and teachers' pedagogical competence. Similar codes were subsequently grouped into broader categories through axial coding based on conceptual relationships among the data. The categorized data were then organized into several overarching themes, including coaching planning, coaching implementation, collaborative learning practices, supporting and inhibiting factors, and perceived improvements in teachers' pedagogical competence. These themes were continuously refined by comparing evidence from interviews, observations, and documentation until conceptual consistency was achieved. During the data display stage, coded data and emerging themes were organized into descriptive matrices and thematic tables to facilitate comparison across participants and data sources. Finally, conclusions were drawn through an iterative process of interpreting relationships among themes, verifying findings with supporting evidence from multiple sources, and continuously revisiting the original data to ensure that interpretations accurately reflected participants' experiences. This iterative analytical process enhanced the trustworthiness and transparency of the study and enables future researchers to replicate the analytical procedures in similar educational contexts.

Research Data Validity

The validity of research data was ensured through triangulation techniques. Source triangulation was conducted by comparing information obtained from the principal, teachers, and learning community members. Meanwhile, technique triangulation was conducted by comparing data obtained from observations, interviews, and documentation. Triangulation was applied to reduce potential bias and ensure the credibility of research findings. In addition to triangulation, member checking was conducted by sharing interview summaries and preliminary interpretations with several participants to confirm the accuracy of the findings. The researcher also maintained an audit trail documenting coding decisions, theme development, and analytical reflections throughout the research process. These procedures enhanced the credibility, dependability, and confirmability of the study. Through this process, the study aimed to produce valid and reliable findings regarding the implementation of coaching as a strategy for developing a learning community to improve teachers' pedagogical competence at SD Negeri Candirejo 02 Ungaran Barat.

3. Results and Discussion

Implementation of Coaching in Developing the SeBAIK CANDI Learning Community

The findings of this study indicate that the implementation of coaching within the SeBAIK CANDI learning community at SD Negeri Candirejo 02 Ungaran Barat

was conducted through a collaborative approach involving the principal, the head of the learning community, and all teachers. Coaching was not implemented as a one-way mentoring process; rather, it was conducted through professional dialogue, open discussions, learning reflection, sharing of good practices, peer mentoring, and classroom observations. The findings reveal that the coaching strategy was directed toward establishing a shared learning culture, enabling teachers to continuously develop their pedagogical competence.

Data triangulation from interviews, observations, and school documents indicates that coaching was implemented through a structured sequence consisting of five stages: (1) planning, (2) coaching implementation, (3) classroom practice and observation, (4) reflection and feedback, and (5) evaluation and follow-up. School documents, including the annual learning community program, meeting schedules, and coaching activity reports, confirmed that these stages were conducted regularly as part of teachers' professional development activities. Observation data further showed that each coaching session followed a consistent agenda, beginning with identifying instructional issues, followed by collaborative discussions, classroom practice sharing, reflective dialogue, and concluding with agreements on follow-up actions for subsequent meetings.

The principal played a strategic role as both a facilitator and coach in implementing the learning community. The principal's support was demonstrated through the development of learning community programs, the provision of activity schedules, motivation, and assistance for teachers in addressing various instructional challenges. During the interview, the principal explained: *"The coaching strategy is implemented through regular discussions among teachers, learning reflections, sharing teaching experiences, and peer mentoring. Usually, teachers who have a better understanding of certain methods or materials assist other teachers who still experience difficulties."* (KS-02). The interview findings were consistent with classroom observation data. During several learning community meetings, the researcher observed teachers discussing instructional problems encountered during classroom implementation, while experienced teachers provided practical suggestions regarding learning strategies, classroom management, and student engagement techniques. Documentation in the form of meeting minutes and coaching records also demonstrated that discussion outcomes were documented and became references for subsequent coaching sessions. The convergence of interview, observation, and documentation data indicates that peer coaching was implemented systematically rather than incidentally. This statement indicates that coaching at SD Negeri Candirejo 02 Ungaran Barat emphasizes a peer coaching approach, in which teachers support one another through the exchange of experiences and instructional practices. Teachers who possess greater experience or understanding of particular learning strategies contribute to assisting colleagues who encounter difficulties. This condition reflects a transformation in teacher professional development from an individual-oriented approach toward collective learning based on a professional community.

The head of the learning community also explained that coaching strategies were implemented through open communication and collective reflection. This was

reflected in the following interview statement: *“The strategy is mainly carried out through open discussions among teachers, providing mutual feedback, sharing teaching experiences, and implementing direct classroom practices. In addition, we conduct collective reflections after learning activities so that teachers can identify weaknesses and improve their teaching processes.”* (KK-02). Observation findings also revealed that reflective discussions were characterized by active participation from almost all teachers. Rather than merely reporting classroom activities, teachers critically analyzed learning outcomes, identified obstacles encountered during instruction, and collaboratively explored alternative pedagogical strategies. These findings were further supported by reflection sheets and learning community documentation, which recorded teachers’ reflections, feedback provided by peers, and agreed improvement plans after each coaching session. Based on this statement, the implementation of coaching within the SeBAIK CANDI learning community was conducted in a participatory manner. Teachers were provided with opportunities to share experiences, discuss instructional problems, and develop alternative solutions based on their actual classroom practices. These discussion and reflection processes transformed the learning community from merely an administrative forum into a professional development space for teachers.

Teachers as members of the learning community also experienced direct benefits from coaching activities. One teacher stated: *“The coaching strategy is usually conducted through group discussions, sharing teaching experiences, and providing feedback among teachers. Teachers are also encouraged to conduct learning reflections so that they can identify weaknesses in the teaching process and find solutions together.”* (G4-02). The observation results strengthened these findings by showing that teachers demonstrated greater confidence in presenting classroom experiences and were more receptive to suggestions from colleagues. Documentation of teachers’ teaching modules before and after coaching activities also indicated gradual improvements in lesson organization, learning objectives, learning activities, and assessment strategies. These findings collectively demonstrate that coaching encouraged continuous professional learning through collaborative knowledge construction. This statement demonstrates that coaching has helped teachers gain new insights into instructional strategies and problem-solving approaches. Through experience sharing activities, teachers no longer rely solely on their individual experiences but learn from the professional practices of their colleagues.

The Impact of Coaching Implementation on Teachers’ Pedagogical Competence

The findings indicate that coaching implementation through the learning community has a positive impact on improving teachers’ pedagogical competence. The impact can be observed in teachers’ increased ability to engage in professional discussions, conduct learning reflections, develop instructional materials, utilize innovative learning media, and implement learning approaches that are more responsive to students’ needs. One significant change identified in this study was the strengthening of professional discussion culture among teachers. Before the implementation of coaching, some teachers tended to solve instructional problems individually. After the learning community was conducted regularly, teachers

became more accustomed to discussing learning challenges and collaboratively seeking solutions. The identified improvements were consistently supported by evidence obtained from interviews, classroom observations, and instructional documents. While interviews reflected participants' perceptions of professional growth, classroom observations demonstrated observable changes in teachers' instructional practices, and documentation showed revisions in teaching modules, lesson plans, assessment instruments, and reflective journals produced after coaching activities. The consistency among these three data sources strengthens the credibility of the finding that coaching contributed to teachers' pedagogical competence.

As stated by one teacher: *"Through the learning community, teachers can discuss with each other, exchange teaching experiences, and collaborate to improve the quality of classroom learning."* (G4-01). These findings were also evident during classroom observations. Teachers increasingly implemented student-centered learning activities, encouraged collaborative learning, and modified instructional strategies based on students' learning characteristics. Documentation of revised teaching modules further indicated that teachers incorporated ideas discussed during coaching sessions into their instructional planning, particularly in selecting learning methods, instructional media, and authentic assessment techniques. This statement illustrates that coaching within the learning community has successfully developed a collaborative culture among teachers. Learning problems are no longer perceived as individual issues but as shared challenges that can be addressed through professional discussions.

In addition to strengthening collaboration, coaching also enhanced teachers' reflective abilities. The head of the learning community explained: *"We also conduct collective reflections after learning activities so that teachers can identify weaknesses and improve their teaching processes."* (KK-02). Observation data confirmed that reflective sessions were conducted immediately after classroom implementation, allowing teachers to discuss strengths and weaknesses while the learning experience remained fresh. Reflection notes collected by the researcher also demonstrated that teachers increasingly identified specific aspects requiring improvement rather than providing only general comments. This suggests that coaching gradually strengthened teachers' reflective thinking as an essential component of pedagogical competence. Reflection became an essential component of the coaching process because it enabled teachers to evaluate instructional methods, classroom management practices, the use of learning media, and student engagement during learning activities. Through collective reflection, teachers became more open to constructive criticism and feedback from colleagues.

Coaching also contributed to improving teachers' ability to develop instructional materials. The principal explained: *"Teachers provide feedback to each other regarding the development of teaching modules, learning objectives, and instructional strategies to be implemented, so that the developed materials become more complete and effective."* (KS-24). This finding was further supported by documentation analysis showing progressive revisions of teaching modules after peer feedback sessions. Several instructional plans incorporated more varied

learning activities, differentiated learning strategies, and formative assessment techniques compared with the initial versions. Observation during classroom implementation also demonstrated that these revised instructional plans were consistently applied by teachers. This statement indicates that the learning community became a platform for teachers to improve the quality of instructional planning through collaboration and feedback. Teachers no longer developed learning materials independently but received input from colleagues, resulting in instructional designs that were more aligned with students' characteristics and learning needs.

Challenges in Implementing Coaching within the Learning Community

Although coaching implementation generated positive impacts, this study identified several challenges in its implementation. The main challenges were related to limited time availability, teachers' administrative workload, and differences in teachers' abilities and professional experiences. The principal stated: *"The most common challenge is related to time because teachers have teaching schedules and school responsibilities that are quite demanding, so learning community activities must be adjusted to the available time."* (KS-30). School documentation, including coaching attendance lists and meeting schedules, confirmed that several coaching sessions were postponed or shortened because of teaching obligations, assessment periods, and administrative deadlines. Nevertheless, observations indicated that participants remained actively engaged whenever coaching sessions were conducted, reflecting a strong commitment despite time constraints.

This statement indicates that time management is a significant challenge affecting the sustainability of coaching activities. Teachers must balance their primary teaching responsibilities, instructional administration, and professional development activities. Although coaching generated positive outcomes, interview, observation, and documentation data consistently revealed that implementation challenges primarily affected the continuity rather than the quality of coaching activities. Observation findings showed that several coaching meetings had to be rescheduled because of overlapping school agendas, while meeting attendance records documented occasional absences of teachers due to administrative responsibilities or official school duties.

In addition, teachers also experienced challenges related to a high administrative workload. One teacher stated: *"Sometimes teachers find it difficult to manage their time because, besides teaching, they also have to complete a considerable amount of learning administration."* (G5-18). Observation findings also indicated that teachers often continued professional discussions informally after school hours or through online communication platforms when face-to-face meetings could not be conducted. Documentation of online discussion records showed that teachers continued exchanging teaching materials, providing feedback, and discussing classroom challenges beyond the scheduled coaching meetings. These findings suggest that although administrative workload limited formal coaching sessions, teachers maintained collaborative professional learning through flexible communication mechanisms. This condition indicates that successful coaching

implementation requires school management support that can establish a balance between administrative responsibilities and teachers' professional development needs.

Relationship Between Coaching Implementation, Challenges, and Teachers' Pedagogical Competence

Overall, the findings demonstrate an interconnected relationship among coaching implementation, implementation challenges, and the improvement of teachers' pedagogical competence. The structured coaching process beginning with collaborative planning, continuing through peer coaching, classroom observation, reflection, feedback, and evaluation created continuous opportunities for teachers to develop their instructional knowledge and professional skills. Although challenges such as limited time and administrative workload occasionally constrained the implementation process, evidence from interviews, observations, and documentation consistently indicates that teachers remained committed to participating in the learning community. This sustained engagement enabled coaching activities to foster collaborative learning, strengthen reflective practice, improve instructional planning, and ultimately enhance teachers' pedagogical competence. The convergence of multiple data sources confirms that the effectiveness of coaching lies not only in individual mentoring activities but also in the establishment of a sustainable professional learning culture within the school.

The findings indicate that coaching implementation within the SeBAIK CANDAL learning community at SD Negeri Candirejo 02 Ungaran Barat has become an effective strategy for teacher professional development by strengthening collaborative learning culture. Through professional discussions, learning reflections, sharing of good practices, and feedback, coaching transformed the learning community from a routine teacher forum into a professional development space that supports continuous improvement of teaching practices. The learning community strengthened through coaching enables teachers to collaboratively solve instructional problems, exchange experiences, and develop pedagogical practices. This finding confirms that learning communities are not merely meeting forums but professional environments that promote collaboration and reflection among teachers (Fransiska & Sari, 2026). Arifin and Hanif (2024) emphasize that systematically managed learning communities provide opportunities for teachers to improve pedagogical competence through reflection, experience sharing, and professional support from colleagues. In this study, coaching strengthened the function of the learning community by encouraging teachers to identify learning problems and develop collective solutions.

The consistency between the present findings and previous studies may be explained by the similar organizational characteristics of professional learning communities, which emphasize collaboration, shared responsibility, and reflective practice. In both this study and previous research, coaching was implemented as a dialogic process rather than a hierarchical supervision model, allowing teachers to construct pedagogical knowledge collectively. However, the present study also highlights a contextual characteristic that has received less attention in previous

studies. At SD Negeri Candirejo 02 Ungaran Barat, coaching was embedded within the SeBAIK CANDI learning community as part of the school's routine professional culture rather than being implemented as a separate professional development program. This organizational integration appears to strengthen teachers' participation because coaching activities become a natural component of teachers' daily professional interactions rather than an externally imposed intervention.

Similarly, Simatupang, et al. (2023) explain that learning communities in elementary schools contribute to teacher competency development through collaboration, professional discussion, and good practice sharing. This condition was reflected at SD Negeri Candirejo 02 Ungaran Barat, where teachers became more open to providing feedback and improving teaching practices. Furthermore, Gumono and Salamun (2025) state that teacher development through learning communities strengthens professionalism because learning activities are contextualized according to school needs. The implementation of coaching also changed the pattern of teacher professional development from individual problem-solving toward collective learning. This finding is supported by Fatihah et al. (2024), who highlight that sharing good practices in learning communities provides teachers with new insights, strategies, and experiences. In addition, Risnanosanti et al. (2022) demonstrate that collaborative learning communities support teacher professional competence development, including the use of technology and innovative instructional strategies. Therefore, the integration of coaching and learning communities represents a relevant educational management strategy for improving elementary school teachers' pedagogical competence.

Although these findings generally support previous studies, differences may emerge when coaching is implemented in schools with different organizational cultures. Schools with limited collaborative traditions or highly centralized leadership may experience slower implementation because teachers require additional time to build mutual trust and openness for professional dialogue. Conversely, schools that already possess active professional learning communities may implement coaching more effectively because collaborative practices have become part of teachers' professional routines. Therefore, the effectiveness of coaching is influenced not only by the coaching model itself but also by organizational readiness, leadership support, and teachers' willingness to engage in collaborative learning.

The findings reveal that the principal plays a central role in the success of coaching implementation through the SeBAIK CANDI learning community. The principal functions not only as a school administrator but also as an instructional leader who facilitates, motivates, and supports teachers' professional growth through providing time, resources, and opportunities for collaboration (Shari & Yuliana, 2026). This finding is consistent with Setyaningrum et al. (2025) demonstrate that coaching-based academic supervision and learning communities contribute to improving teachers' pedagogical competence, particularly in planning, implementing, and evaluating learning activities. Effective coaching implementation also requires strong interpersonal communication and transformational leadership. Nurasiyah

and Zulkhairi (2021) emphasize that effective principal-teacher communication contributes to improved teacher performance by establishing positive professional relationships. Meanwhile, Al-Faruq and Supriyanto (2020) explain that transformational leadership supports school improvement through shared vision development, motivation, and innovation encouragement.

As a change agent, the principal ensures the sustainability of coaching through evaluation and follow-up activities. This finding aligns with Supartilah and Pardimin (2021), who state that principals have an important responsibility in improving school quality by strengthening teacher capacity. Furthermore, Gulo et al. (2026) explain that coaching models in academic supervision encourage teachers to reflect and independently find solutions to instructional problems. Thus, effective coaching implementation depends greatly on the principal's ability to establish a culture of learning, openness, and professional collaboration.

The central role of the principal identified in this study may also explain why the findings align with previous research emphasizing instructional and transformational leadership. In the observed school, the principal consistently allocated time, facilitated teacher collaboration, and participated directly in coaching activities. Such active involvement created a supportive professional climate that encouraged teachers to participate voluntarily. In contrast, schools where principals primarily emphasize administrative supervision rather than instructional leadership may encounter greater resistance to coaching implementation because teachers tend to perceive professional development as an evaluative rather than developmental process.

The findings demonstrate that coaching implementation within the SeBAIK CANDA learning community contributes to improving teachers' pedagogical competence. Improvements were observed in teachers' ability to design learning activities, conduct reflection, develop innovative strategies, and adjust instruction based on students' characteristics. Coaching functions not only as professional assistance but also as a sustainable mechanism for teacher capacity development. In the context of the Merdeka Curriculum, pedagogical competence is increasingly important because teachers are required to implement differentiated learning, develop formative assessments, and create meaningful learning experiences (Huzhlifat et al., 2026). Coaching provides teachers with opportunities to develop competence through professional dialogue and reflection based on real classroom experiences rather than simply receiving theoretical knowledge. This finding supports Arifin and Hanif (2024), who state that learning communities contribute to improving teachers' pedagogical competence through collaboration, reflection, and instructional practice development. Simatupang et al. (2023) also explain that learning communities in elementary schools improve teacher competence through experience sharing and collective problem-solving. In this study, coaching strengthened these processes by transforming the learning community into a structured professional development mechanism. The improvement of pedagogical competence was also reflected in teachers' increased reflective abilities. Gulo et al. (2026) argue that coaching-based academic supervision improves learning quality by encouraging teachers to reflect on their instructional practices. Furthermore,

Risnanosanti et al. (2022) confirm that collaborative learning communities support teacher competence development through innovative strategies and educational technology utilization. Therefore, coaching-based learning communities provide a contextual and sustainable approach to teacher professional development. The effectiveness of coaching lies in its ability to integrate professional reflection, collaboration among teachers, and continuous improvement of instructional practices, making it a strategic approach for strengthening teachers' pedagogical competence.

Another important contribution of this study is the identification of reflective coaching as the mechanism through which pedagogical competence is developed. While previous studies have generally reported improvements in teachers' competence after participating in professional learning communities, the present findings demonstrate that continuous reflection, peer feedback, and collaborative problem-solving constitute the primary processes connecting coaching activities with changes in classroom practice. This suggests that pedagogical improvement does not result solely from participation in coaching sessions but from teachers' continuous engagement in reflective professional dialogue supported by their colleagues.

Although coaching implementation within learning communities has positively contributed to improving teacher competence, this study identified several challenges, including limited teacher time, instructional administrative workload, differences in teacher competence levels, and the need to maintain program consistency. These findings indicate that successful coaching depends not only on the coaching process itself but also on effective school management in planning and sustaining the program (Ati et al., 2026). Time limitations represent one of the main challenges because teachers must balance teaching responsibilities, administrative tasks, and professional development activities. Therefore, coaching needs to be integrated into the school's professional culture rather than perceived as an additional workload. In this study, sustainability was supported through regular learning community schedules, teacher role distribution, and strengthening a culture of sharing good practices. The sustainability of learning communities also depends on continuous professional activities such as discussions, mentoring, good practice sharing, and evaluation. Poku et al. (2026) highlight that learning communities should be managed as continuously developing learning organizations. In this study, sustainability was strengthened through the role of teachers as peer coaches, allowing professional development processes to continue without relying entirely on school leaders. Thus, coaching challenges should be managed through effective planning, leadership support, and a strong collaborative culture.

The implementation challenges identified in this study also provide insight into why coaching programs may produce different outcomes across schools. Schools with heavier administrative demands, limited opportunities for teacher collaboration, or insufficient institutional support may experience lower coaching effectiveness despite adopting similar coaching procedures. Conversely, schools that integrate coaching into existing professional development activities and reduce unnecessary administrative burdens are more likely to sustain teachers' participation. Therefore,

organizational conditions should be considered an essential prerequisite rather than merely a supporting factor for successful coaching implementation.

Based on the findings, coaching implementation within the SeBAIK CANDAs learning community can be formulated into a professional development model consisting of four interconnected components: school leadership, professional learning communities, reflective coaching processes, and improvement of teachers' pedagogical competence. School leadership functions as the main driver of change through policy development, resource provision, collaboration development, and program sustainability (Nasution & Sari, 2026). This finding supports Supartilah and Pardimin (2021), who emphasize the strategic role of principals in improving educational quality through teacher capacity development. The learning community serves as a professional collaboration space where teachers share experiences, discuss instructional challenges, and develop solutions collectively. Meanwhile, coaching functions as a reflective mechanism that encourages teachers to analyze their practices and independently improve learning processes. The integration of leadership, learning communities, and coaching contributes to strengthening teachers' pedagogical competence. Muslih et al. (2025) show that the combination of coaching-based academic supervision and learning communities contributes to improving teachers' pedagogical competence. Therefore, this study confirms that coaching is not merely a supervision technique but an educational management strategy for developing a sustainable professional learning culture in elementary schools. The coaching-based learning community model provides an alternative approach for strengthening teacher professionalism in responding to the demands of educational transformation.

The coaching based learning community model developed in this study can be adapted to schools with different characteristics by considering contextual conditions. Large schools may organize coaching through subject- or grade-level professional learning communities, while smaller schools can establish inter-school collaborations. Rural schools may utilize online platforms to support reflective discussions and peer feedback. Successful implementation requires strong instructional leadership, a collaborative school culture, regular professional learning activities, teachers' commitment to reflection, and institutional support to ensure sustainable professional development.

Overall, this study extends previous research by demonstrating that the effectiveness of coaching is determined not only by the coaching techniques employed but also by the interaction among school leadership, collaborative professional culture, organizational readiness, and teachers' active participation in reflective learning. This broader perspective contributes to the educational management literature by positioning coaching as a systemic strategy for strengthening professional learning communities rather than merely as an individual teacher development intervention. Consequently, coaching should be viewed as an organizational change process that supports sustainable improvements in teachers' pedagogical competence and school learning quality.

4. Conclusion

This study concludes that coaching integrated into the SeBAIK CANDI learning community is an effective educational management strategy for strengthening teachers' pedagogical competence through collaborative and reflective professional learning. Coaching functions not merely as supervision or mentoring but as an organizational mechanism that fosters continuous professional dialogue, peer learning, and collective problem-solving. Its effectiveness is supported by the integration of instructional leadership, professional learning communities, and reflective teaching practices, creating a sustainable culture of teacher professional development.

The study's primary contribution is the development of a coaching-based learning community model in which school leadership, collaborative learning, reflective coaching, and pedagogical competence development operate as interconnected components. Unlike previous studies that emphasize coaching techniques alone, this model highlights the importance of organizational readiness, collaborative culture, and continuous professional interaction in ensuring successful coaching implementation. Accordingly, the findings contribute to educational management theory and practice by positioning coaching as a systemic approach to sustainable teacher professional development in elementary schools.

Practically, schools seeking to implement coaching should establish supportive organizational conditions, including strong instructional leadership, structured professional learning community programs, regular reflective sessions, adequate time allocation, and institutional support that encourages active teacher participation. These conditions enable coaching to generate long-term improvements in teaching quality rather than serving as an occasional professional development activity. Because this research employed a qualitative case study in a single elementary school, the findings should be interpreted within their specific context. Future research should examine the applicability of the proposed model across diverse educational settings and employ mixed-methods, longitudinal, or comparative designs to evaluate its long-term effectiveness and broader transferability.

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