Journal of Islamic Educational Futures
Vol. 1, No.1 (August, 2026), pp. 49-56
ISSN: 3164-1172

Continuous Coaching for Strengthening RA Teachers' Competence in PAIKEMI Gembrot Learning Based on Digital Storytelling

Nur Hidayati[1], Mulyadi[2], Barudin[3]

[1] Kementerian Agama Kabupaten Gresik, Indonesia
[2] Universitas Islam Al Azhar Gresik, Indonesia
[3] MI Al-Azhar Menganti, Indonesia

ARTICLE INFO

Keywords:

Continuous Coaching, PAIKEMI Gembrot, BCM, Digital Storytelling, RA Teachers, Academic Supervision

Article history:

Received 2026-05-28
Revised 2026-06-30
Accepted 2026-07-29

ABSTRACT

The quality of learning in Raudhatul Athfal (RA, Islamic early childhood education) depends heavily on teachers' ability to plan, implement, and assess play-based activities suited to young children. In the digital era, RA teachers in the supervised area still struggle to integrate digital media into BCM (Bermain Cerita Menyanyi, or Play, Story, and Song) activities, so that learning tends to be monotonous and does not sufficiently stimulate children's imagination and activeness. This Supervisory Action Research aimed to describe the planning and implementation of continuous coaching and to determine the improvement of RA teachers' ability to apply the PAIKEMI Gembrot innovation (Active, Innovative, Creative, Enjoyable, Islamic, Joyful, and Meaningful Learning) with digital-based BCM. The study was conducted in Wringinanom Subdistrict, Gresik Regency, with supervised RA teachers as subjects, using the Kemmis and McTaggart cyclical design (planning, acting, observing, reflecting) over two cycles. Data were collected through teacher performance observation, assessment of lesson plans/teaching modules, interviews, and documentation, and analyzed descriptively using quantitative and qualitative approaches. The average teacher ability rose from 56.6% in the pre-cycle (Fair) to 73.6% in Cycle I (Good) and 90.0% in Cycle II (Very Good). Improvement occurred in all three indicators: developing digital teaching modules, mastering digital BCM media, and implementing PAIKEMI Gembrot. Continuous coaching also led teachers to produce digital storybooks and learning content published on digital platforms. Continuous coaching is therefore effective and can be replicated as a model for developing RA teachers by madrasah supervisors.

This is an open-access article under the CC BY SA license.

Corresponding Author:
Nur Hidayati
Kementerian Agama Kabupaten Gresik, Indonesia; nurhidayatigresik1982@gmail.com

INTRODUCTION

Early childhood education occupies a strategic position in the formation of human resources. Bloom, as cited by Herdina, stated that about 50% of a person's life potential is formed from conception to the age of 4, and a further 30% is formed between the ages of 4 and 8. This finding emphasizes that appropriate educational stimulation in the early years determines children's readiness for later levels of education. Law No. 20 of 2003 on the National Education System, Article 1 paragraph 14, defines early childhood education as an effort to nurture children from birth to six years of age through educational stimulation that supports physical and spiritual growth and development, so that children are ready to enter further education.

Early childhood is often called the golden age, a period in which brain growth is extremely rapid and physical and psychological functions mature (Sujiono, 2009). Children at this stage have distinctive characteristics. Walujo and Listyowati (2017) note that children are unique, express their behavior spontaneously, are active and energetic, egocentric, and highly curious, as well as exploratory and rich in fantasy, although their attention span is short. Susanto (2011) reminds us that a child is not a miniature adult; children have a world of their own that must be understood through a child's eyes, so educators need deep patience, understanding, and tolerance.

These characteristics require teachers to apply learning models in line with how children learn, namely through play, movement, and direct experience. Enjoyable learning makes children happy, and through that joy they grasp the essence of a lesson more easily and stay motivated to acquire new knowledge. Through play, children develop their potential and interests while also developing their cognitive and mental abilities. However, the reality on the ground is not always so. Some parents assume that a child's intelligence is measured by reading, writing, and arithmetic skills, so they demand that teachers teach these skills early. This pressure pushes teachers to prioritize outcomes over process, so that the child's growth and development are neglected. Children whose development is bypassed risk becoming tense or pressured individuals, which can affect their social lives later on.

The quality of learning in Raudhatul Athfal (RA) is determined by many factors, including the quality of planning, the learning process, assessment, and the development of teaching materials. The digital era adds a new demand: RA educators are expected to deliver interactive and innovative learning. Based on the supervisor's observations in the supervised area, many RA teachers still face obstacles in integrating digital media into the BCM (Bermain Cerita Menyanyi) method. As a result, learning activities tend to be monotonous and do not sufficiently trigger the imagination and activeness of young children. The PAIKEMI Gembrot innovation, namely active, innovative, creative, enjoyable, Islamic, joyful, and meaningful learning combined with digital-based BCM, is a strategic solution to this problem. Even so, innovation will not materialize in the classroom merely through socialization or one-off training. Implementing an innovation requires gradual changes in practice supported by consistent assistance (Fullan, 2013; Rogers, 2003). Madrasah supervisors therefore need an effective guidance approach through continuous coaching, so that teachers have the opportunity to practice, receive feedback, and reflect on their practice repeatedly.

Based on this background, the study addresses three questions: (1) how continuous coaching is planned to improve RA teachers' ability to apply the PAIKEMI Gembrot innovation with digital-based BCM; (2) how the coaching is implemented; and (3) whether continuous coaching can improve RA teachers' ability to apply the innovation. The study aims to describe the planning, analyze the implementation, and determine the improvement of RA teachers' ability after receiving continuous coaching. The benefits of this study are both theoretical and practical. Theoretically, it enriches the study of coaching-based academic supervision at the early childhood level. Practically, the results serve as an example of an effective and efficient teacher development pattern, a means of improving

supervisors' competence, and a reference for teachers in implementing learning models appropriate to early childhood development.

METHODS

This study is Supervisory Action Research (Penelitian Tindakan Kepengawasan, PTKp), that is, action research conducted by a supervisor on the guidance of teachers in the supervised area, with the aim of improving the quality of supervision and teaching practice at the same time (Arikunto, Suhardjono, & Supardi, 2006). The design follows the model of Kemmis and McTaggart (1988), a continuous cycle in which each round consists of four stages: planning, acting, observing, and reflecting. The results of reflection in one cycle become the basis for planning the next, so improvement occurs gradually and in a directed manner. The study was carried out in two cycles after observation of the initial condition (pre-cycle).

The study was conducted in the supervisor's assigned area in Wringinanom Subdistrict, Gresik Regency, East Java Province. The subjects were the supervised RA teachers in Wringinanom Subdistrict. The researcher acted both as the implementer of the intervention, namely the madya supervisor who provided continuous coaching, and as the observer of teacher performance. RA principals and fellow teachers acted as partners who facilitated the activities. The stages of each cycle were designed as follows. Planning, the supervisor prepared the supervision action plan, including the observation instruments, the coaching materials, and the schedule of teacher assistance. The coaching materials covered the concept of PAIKEMI Gembrot, the preparation of teaching modules/daily lesson plans containing digital-based BCM, the creation of digital stories using simple design and video-editing applications, and techniques for presenting digital stories interactively to children.

Acting, the supervisor provided continuous coaching to teachers in designing and practicing the PAIKEMI Gembrot innovation with digital-based BCM. Coaching was delivered through presentation of material, demonstration (modeling), hands-on media creation by teachers, assistance in preparing teaching modules, and direct feedback. In Cycle I, the focus was strengthening conceptual understanding, preparing digital teaching modules, and introducing basic skills for making digital story media. In Cycle II, the focus was refining the modules and media based on the reflection from Cycle I and consolidating teachers' skills in presenting digital stories interactively in the classroom.

Observing,the supervisor observed and measured teachers' ability and activeness during the coaching process and when teachers practiced learning with children. Reflecting, the supervisor analyzed the observation and evaluation results in each cycle to identify obstacles and strengths and to determine the improvements needed in the next cycle. Teacher ability was measured through three indicators: (1) preparation of digital teaching modules, (2) mastery of digital BCM media, and (3) implementation of PAIKEMI Gembrot. Scores on each indicator are expressed as percentages and grouped into the categories Fair, Good, and Very Good. The average teacher ability is calculated as the mean of the three indicators. Quantitative data were analyzed descriptively by comparing the percentage of achievement in the pre-cycle, Cycle I, and Cycle II. Qualitative data from interviews and documentation were analyzed through data reduction, data display, and conclusion drawing to enrich the interpretation of the results. The study is considered successful when the average teacher ability reaches the predetermined success indicator.

FINDINGS AND DISCUSSION

Initial Condition (Pre-Cycle)

Before the intervention, observation of the supervised RA teachers showed that their ability was in the Fair category. The average teacher ability was only 56.6%, with scores of 58% for preparing digital teaching modules, 52% for mastering digital BCM media, and 60% for implementing PAIKEMI Gembrot. Mastery of digital BCM media was the indicator with the lowest achievement. This condition matches the problem that motivated the study: teachers had difficulty integrating digital media into BCM, so learning tended to be monotonous and did not sufficiently trigger children's imagination and activeness.

Recapitulation of Teacher Ability Improvement

The observation results in the pre-cycle, Cycle I, and Cycle II are presented in Table 1.

Table 1: Recapitulation of RA teacher ability improvement

Evaluation Indicator	Pre-Cycle	Cycle I	Cycle II
Preparation of Digital Teaching Modules	58% (Fair)	74% (Good)	90% (Very Good)
Mastery of Digital BCM Media	52% (Fair)	71% (Good)	88% (Very Good)
Implementation of PAIKEMI Gembrot	60% (Fair)	76% (Good)	92% (Very Good)
Average Teacher Ability	56.6%	73.6%	90.0%

The size of the improvement at each stage is shown in Table 2, calculated from the percentage differences in Table 1.

Table 2: Improvement between stages (in percentage points)

Evaluation Indicator	Pre-Cycle to Cycle I	Cycle I to Cycle II	Total improvement
Preparation of Digital Teaching Modules	+16 points	+16 points	+32 points
Mastery of Digital BCM Media	+19 points	+17 points	+36 points
Implementation of PAIKEMI Gembrot	+16 points	+16 points	+32 points
Average Teacher Ability	+17.0 points	+16.4 points	+33.4 points

The data show a consistent pattern of improvement across all three indicators and at every stage. The average teacher ability rose by 17.0 points from the pre-cycle to Cycle I and by a further 16.4 points from Cycle I to Cycle II, a total improvement of 33.4 points, or about 59% relative to the initial condition. Teacher ability moved from the Fair category in the pre-cycle to Good in Cycle I and Very Good in Cycle II. In Cycle II the average teacher ability reached 90.0%, surpassing the predetermined success indicator, so the study was declared successful and stopped at that cycle.

DISCUSSION

Discussion by Indicator

Preparation of digital teaching modules. The score on this indicator rose from 58% (Fair) in the pre-cycle to 74% (Good) in Cycle I and 90% (Very Good) in Cycle II. This shows that teachers became increasingly able to design lesson plans that systematically combine digital media and the PAIKEMI approach. In terms of the pedagogical competence framework, the improvement indicates that not only did teachers' knowledge of the procedure for preparing teaching modules grow, but so did their skills

and commitment in preparing them. Direct assistance while teachers wrote the modules, together with repeated feedback, gave teachers the opportunity to refine their designs until they suited the characteristics of young children, in line with Joyce and Showers (1982), who argued that coaching helps teachers transfer new skills into practice.

Mastery of digital BCM media. This indicator showed the largest improvement, 36 points, from 52% (Fair) to 71% (Good) in Cycle I and 88% (Very Good) in Cycle II. Because its initial score was the lowest, it had the most room for improvement. Teachers became more skilled at operating visual media, sound effects, and interactive digital story applications when accompanying children. These skills were acquired through hands-on practice in making digital stories, from preparing visuals and recording narration to combining images, sound, and background music. Within the TPACK framework (Mishra & Koehler, 2006), this achievement shows that teachers did not merely become familiar with applications but began to integrate technological knowledge with pedagogy and content. The digital storybooks produced by teachers, documented in Appendix 1, serve as concrete evidence of this mastery.

Implementation of PAIKEMI Gembrot. The score on this indicator rose from 60% (Fair) to 76% (Good) in Cycle I and reached 92% (Very Good) in Cycle II, the highest achievement among the three indicators. The classroom atmosphere became livelier, more joyful, and more meaningful. This is consistent with the principle of early childhood learning that children learn best through meaningful play. Teachers became better at packaging material as stories, songs, and games, using ice breaking to build children's readiness and concentration, and acting as facilitators who give children the opportunity to move, ask, and interact. The high achievement on this indicator also shows that technology in BCM activities was positioned as a tool, while interaction and the cultivation of values remained guided directly by the teacher.

General Discussion: Why Continuous Coaching Was Effective

The consistent improvement in teacher ability across the two cycles can be explained by several characteristics of continuous coaching. First, the intervention was carried out repeatedly and gradually, so teachers had the opportunity to practice, receive feedback, and improve their practice. This differs from one-off training, which often stops at the level of knowledge. Second, the reflection cycle ensured that every obstacle found in Cycle I became material for improvement in Cycle II. Third, the coaching was integrated with teachers' real tasks, namely preparing teaching modules and making media that would actually be used in class, so teachers felt the benefits directly and were motivated to continue. Fourth, the approach was a partnership rather than mere evaluation, so teachers were more open to trying new things (Knight, 2007).

From the perspective of diffusion of innovations (Rogers, 2003), this improvement shows that teachers moved from knowing about the innovation to applying it in practice. The ATM principle (Amati, Tiru, Modifikasi) helped teachers avoid starting from zero, because they could imitate existing examples and then adapt them to the children and school environment. The use of references such as the Merdeka Mengajar Platform also enriched teachers' ideas and is consistent with the spirit of flexibility in the learning and assessment guidelines issued by the Ministry of Education, Culture, Research, and Technology.

The positive impact on children was observed through increased imagination, activeness, and participation in learning activities. Stories that are visualized, accompanied by sound, and interspersed with questions give children the chance to guess, answer, and imitate, so their attention is better sustained. This finding supports Walujo et al. (2020), who stress that early childhood education development must address all aspects of child development through activities appropriate to children's characteristics, and Mulyasa (2012), who stresses that quality early childhood education management

depends on competent and creative teachers. It should be noted that the impact on children in this study was observed qualitatively as a side effect, while the main variable measured was teacher ability.

Coaching Products and Dissemination on Digital Platforms

Beyond the measurable improvement in ability, continuous coaching produced tangible outputs. First, digital storybooks created through teacher assistance, compiled in Appendix 1. Second, learning content published on digital platforms, consisting of one Google Sites-based digital materials website and 18 video contents on the TikTok platform listed in Appendix 2. The content covers themes close to children's world and Islamic values, including opening activities at RA, religious and moral values, road safety rules, fasting and Laylat al-Qadr, and holidays and Teachers' Day.

Several pieces of content reached wide audiences. The four most-viewed contents are presented in Table 3.

Table 3: The four digital contents with the most viewers

Content	Number of viewers
Taat Peraturan di Jalan Raya (Obeying Road Rules; original song)	More than 23 thousand
Membuat Pelangi (Making a Rainbow)	More than 20 thousand
Pendidik Merindu (Song for Teachers)	More than 7.8 thousand
Anak Bertanya Allah Ada di Mana (A Child Asks Where Allah Is)	More than 7.7 thousand

These viewer figures should be interpreted carefully. Viewer counts indicate reach and public reception of the content, not a direct measure of learning effectiveness. Nevertheless, the data show that digital BCM content combining stories, songs, and simple visuals attracts viewers and has the potential to serve as examples and learning resources for other teachers. The existence of this content also shows that digital platforms can function as a space for publishing work and sharing good practices among educators, as described in the literature review.

CONCLUSION

Based on the results and discussion, the following conclusions can be drawn. Continuous coaching was planned in the Kemmis and McTaggart cycle, covering the preparation of observation instruments, the preparation of coaching materials, and the scheduling of teacher assistance. It was implemented as assistance for RA teachers in designing and practicing PAIKEMI Gembrot with digital-based BCM, followed by observation and reflection in each cycle. Continuous coaching by the madya supervisor proved effective in improving RA teachers' ability. The average teacher ability rose from 56.6% in the pre-cycle to 73.6% in Cycle I and 90.0% in Cycle II, with improvement in all three indicators: preparation of digital teaching modules, mastery of digital BCM media, and implementation of PAIKEMI Gembrot. Intensive assistance succeeded in encouraging teachers to prepare interactive teaching modules/daily lesson plans and to operate digital story media suited to the characteristics of young children, as seen in the digital storybooks and the learning content that was published. The application of PAIKEMI Gembrot with digital-based BCM created a joyful, active, and meaningful learning atmosphere and stimulated the imagination and activeness of young children in the classroom.

This study has several limitations. First, action research does not use a control group, so the improvement in teacher ability cannot be attributed exclusively to continuous coaching; other factors such as teachers' motivation and experience also play a role. Second, the researcher played a dual role as implementer and observer, which opens the possibility of assessment bias; to reduce this, the study

used technique triangulation, namely observation, document assessment, interviews, and documentation. Third, the study was conducted with supervised RA teachers in a single subdistrict, so generalizing the results to other areas should consider contextual similarity. Fourth, the impact on children was not measured quantitatively. Future research is advised to measure children's developmental outcomes directly and to compare results with a comparison group.

REFERENCES

Arikunto, S., Suhardjono, & Supardi. (2006). Penelitian Tindakan Kelas [Classroom Action Research]. Jakarta: Bumi Aksara.

Bean, R. (1995). Cara Memandang Kreativitas Anak [How to View Children's Creativity] (1st ed.). Jakarta: Bina Aksara.

Daryanto & Tasrial. (2011). Pengembangan Profesi Pendidik [Development of the Educator Profession]. Yogyakarta: Gava Media.

Darojat, Z. (2008). Metodik Khusus Pengajaran Agama Islam [Special Methods of Teaching Islamic Religion]. Jakarta: Bumi Aksara.

Fullan, M. (2013). Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge. Toronto: Pearson.

Hamalik, O. (1986). Media Pendidikan [Educational Media]. Bandung: Angkasa.

Joyce, B., & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40(1), 4–10.

Kemendiknas. (2010). Acuan Penyusunan Kurikulum PAUD [Reference for Developing the Early Childhood Education Curriculum]. Jakarta: Depdiknas.

Kemendikbudristek RI. (n.d.). Panduan Pembelajaran dan Asesmen (PPA) [Learning and Assessment Guidelines]. Jakarta: Ministry of Education, Culture, Research, and Technology.

Kemmis, S., & McTaggart, R. (1988). The Action Research Planner (3rd ed.). Geelong: Deakin University Press.

Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Thousand Oaks, CA: Corwin Press.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054.

Mulyasa, E. (2005). Menjadi Guru yang Profesional [Becoming a Professional Teacher]. Bandung: PT Remaja Rosdakarya.

Mulyasa, E. (2012). Manajemen PAUD [Early Childhood Education Management]. Bandung: PT Remaja Rosdakarya.

Minister of National Education Regulation of the Republic of Indonesia No. 16 of 2007 on Standards for Academic Qualifications and Teacher Competencies.

Minister of National Education Regulation of the Republic of Indonesia No. 58 of 2009 on Early Childhood Education Standards.

Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. Theory Into Practice, 47(3), 220–228.

Rogers, E. M. (2003). Diffusion of Innovations (5th ed.). New York: Free Press.

Sanjaya, W. (2007). Strategi Pembelajaran [Learning Strategies]. Jakarta: Prenada Media.

Septianingrum, Cindy, Muhamad Arif, & Mulyadi. (2025). Instilling The Value Of Tolerance Through Moderate Islamic Religious Education: A Pedagogical Approach In The Context Of Public Schools In Gresik. Tarbawi: Jurnal Pendidikan Islam, 22(1), 32-43. https://doi.org/10.34001/tarbawi.v22i1.8323

Sujiono, Y. N. (2009). Konsep Dasar Pendidikan Anak Usia Dini [Basic Concepts of Early Childhood Education]. Jakarta: Indeks.

Susanto, A. (2011). Perkembangan Anak Usia Dini [Early Childhood Development]. Jakarta: Kencana.

Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers.

Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

Walujo, D. A., & Listyowati, A. (2017). Kompendium PAUD [Compendium of Early Childhood Education]. Depok: Prenadamedia Group.