Co-teaching Models for Islamic School Teachers: A Paradigm Shift in Three Developing Countries Kyrgyzstan, Tanzania and Indonesia

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ABSTRACT

Research into the effectiveness of Co-teaching is limited, particularly at Islamic schools. Studies on Co-teaching tend to focus on teachers' perceptions about the effectiveness and emotional impact of Co-teaching. This study explores the viability of introducing Co-teaching models to teachers at Kyrgyz, Tanzanian and Indonesian Islamic schools. A quantitative approach was used to survey participants. The instrument used for the study was the NAMA Theory of Change (ToC) framework with a focus on teachers' willingness to collaborate with others inside and outside the classroom. The sample included 252 teacher-educators from selected Islamic secondary schools in Indonesia, Kyrgyzstan, and Tanzania. The results show the readiness of Islamic school teachers in all three developing countries to benefit from the implementation of a Co-teaching programme at their schools, with benefits such as: improvement of pedagogical and social skills (school development programme goals) and to create a positive learning environment where teacher-educators have a strong sense of empathy, self-efficacy, ethics and spiritual values. Recommendations for further research include the improvement of the instrumentation for evaluating teachers' readiness to engage in Co-teaching. To this end, it is hoped that teachers' skills and experiences will be enhanced and students' performance and learning experiences at Islamic schools in these developing countries could be improved.

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INTRODUCTION

In the pursuit of enhancing educational outcomes and fostering a collaborative learning environment, the NAMA Foundation initiative conducted a comprehensive programme of teacher training called "ROOTS'' (Roadmap of Outstanding Teachers) that ran from 2021 to 2022. In the programme, 25 education experts trained teachers from 63 schools, supported by NAMA Foundation, in three developing countries Tanzania, Kyrgyzstan and Indonesia. The selected teachers were evaluated at the beginning and end of the programme and the results were compared between the different schools to see the extent of improvement for teachers from the three countries. After studying the results of the ROOTS programme, the authors identified an opportunity to further enhance the training and its impact on teacher-educators by introducing the concept of Co-teaching models for the Islamic school teachers across the three developing countries. The article presents an overview of the concept of Co-teaching and Co-teaching strategies as well as outlining the potential benefit of such a collaborative pedagogical approach for NAMA foundation sponsored schools.

What is 'Co-teaching '?

Co-teaching, or team teaching is a pedagogical strategy wherein educators collaboratively plan, organize, instruct, and assess the same group of students in a shared classroom. This approach focuses on leveraging the strengths of each teacher to create a dynamic and inclusive learning environment. Marilyn Friend (2014; 2019) has identified six Co-teaching Models, emphasizing the diverse ways educators can collaborate to enhance the educational experience for their students as follows: 1) One Teach, One Assist, 2) Parallel Teaching, 3) Station Teaching, 4) Alternative Teaching, 5) Team Teaching and 6) Teaching in Tandem.

One Teach, One Assist:

In this strategy, one teacher leads the instruction while the other helps by overseeing classroom behaviour, in effect, understudying the lead teacher. This model provides a clear division of labour i.e., one teacher provides the lesson content while the other teacher supplements and supports.

Parallel Teaching

In parallel instruction, the class is divided into two groups with each teacher instructing a smaller group simultaneously on the same subject

matter or skill. It gives a more personalized approach because smaller groups means a lower teacher to student ratio.

Station Teaching

In station teaching, teachers create different learning centres or stations and students rotate around them to complete a variety of activities and content. Both teachers help to prepare the materials for the stations and each teacher is responsible for one station where they provide students with focused instruction and support, proving a variety of teaching styles, approaches and learning experiences.

Alternative Teaching

Alternative teaching works by one teacher handling a larger section of the class to convey the main part of the lesson, while another teacher works with a smaller group to reteach or enhance the input of the first. This allows for differentiated instruction that meets the needs of students in terms of ability level, needs and interests, providing them with an appropriate level of support.

Team Teaching

Team teaching requires both teachers to be actively engaged in delivering the lesson, sharing the planning, instruction and assessment of students on an equal basis. Since both teachers take equal responsibility, it results in a more integrated and uniform experience for both teachers and students.

Teaching in Tandem

In this approach, both instructors share the duty of delivering the lesson but they take turns to lead the instruction. In addition, they take an active part in preparing the class, which requires a high level of communication and collaboration between co-teachers so that there is synergy and a smooth handover between the different stages.

It is worth noting that for these Co-teaching models to be viable, teachers need to communicate and collaborate well with one another and adjust their instructional strategies, based on the changing needs of their students.
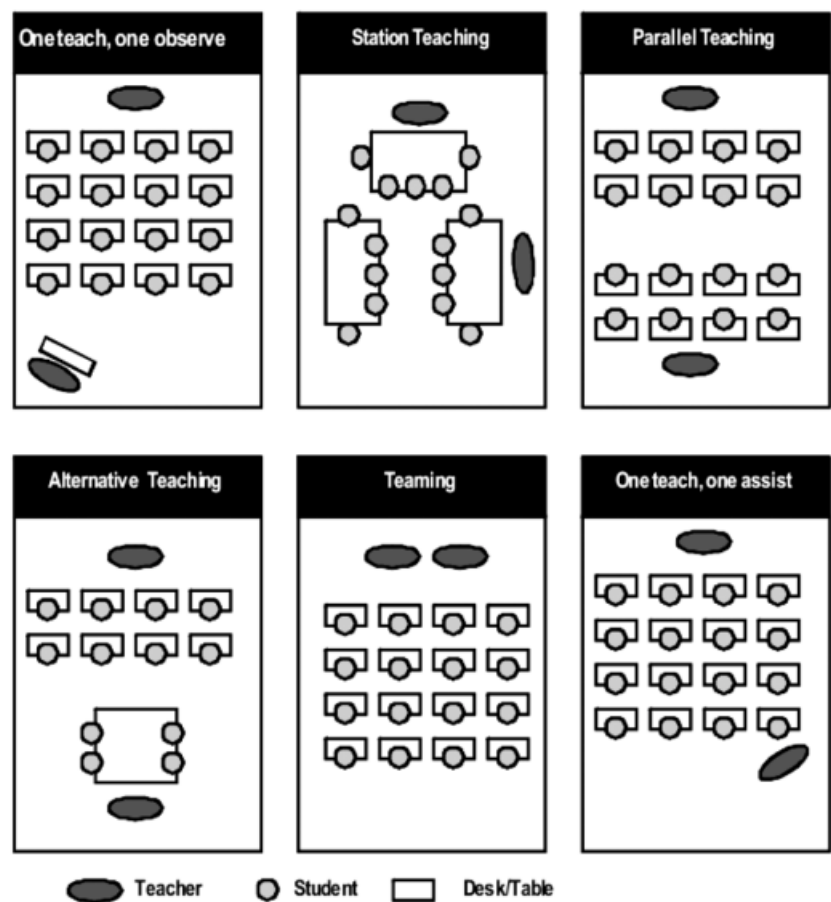
Fig.1 Models of Co-teaching

Co-teaching offers a range of benefits in terms of social and emotional development for students and professional growth for teacher-educators. These advantages include increased engagement, enhanced social skills, the establishment of a positive classroom culture and opportunities for ongoing professional development.

Moreover, Co-teaching provides support for a diverse range of learners in regular classroom setting. Students with varying abilities, different learning styles and differentiated needs can receive more individualized attention and assistance, thereby fostering a more inclusive learning environment (Pancsofar & Petroff, 2016). Co-teaching also brings together educators with different expertise, teaching styles, and perspectives. This diversity enriches the learning experience for students, exposing them to a range of teaching methods and approaches.

As a result, students often experience higher levels of engagement in co-taught classrooms. Having multiple teachers means there are more opportunities for interactive and varied instructional methods, keeping students actively involved in the learning process. Similarly, co-teaching facilitates differentiated instruction where teachers can tailor their approaches to meet the diverse needs of students, providing additional support or challenges as necessary (Friend, 2019).

Another benefit of co-teaching is that it allows for more effective classroom management. Teachers can share responsibility, making it easier to monitor student behavior, provide timely interventions and maintain a positive and focused learning environment (Friend, 2019). Lastly, co-teaching encourages and enhances ongoing professional development (Chanmugam & Gerlach, 2013). Educators can learn from one another, share ideas, and collaboratively reflect on their teaching practices, leading to continuous improvement.

Challenges of Co-teaching

Whilst Co-teaching has many benefits, there are inevitably some challenges, when it comes to human beings working together. One such problem relates to time and planning (Pratt et al. 2017). Coordinating planning time between co-teachers can be challenging. In other words, finding common planning time can be difficult due to busy schedules, which may affect the effectiveness of collaborative lesson planning. Moreover, co-teachers may have different teaching styles that need alignment. A lack of alignment in teaching approaches may lead to confusion for students, and challenges in maintaining a cohesive learning environment. There is a risk of unequal distribution where one teacher dominates the instruction because one teacher may unintentionally take on a more dominant role, potentially marginalizing the contributions of others.

Another challenge is limited classroom space and resources. Physical constraints can impact the implementation of some co-teaching models. For example, station or parallel teaching may require additional space and resources, which may not be readily available in all classrooms (Jurkowski, Ulrich & Müller, 2023).

Lack of the necessary skills for co-teaching also poses as a challenge for some teachers (Chitiyo, 2017). When teachers lack the skills required for co-teaching, they may not practice it at all or, or they may neglect it. Additionally, when teachers don't have the fundamental abilities for co-teaching, problems may emerge concerning instructional responsibilities or decision making.

Group dynamics is another issue that can be challenging to manage in certain co-teaching models (Drescher, 2017), such as parallel teaching or station teaching, where varying group dynamics require careful monitoring to ensure all students feel included and supported. Needless to say, effective communication and collaboration are crucial for successful co-teaching. If co-teachers do not communicate well or have differing expectations, it can lead to confusion, inconsistency, and a less cohesive learning experience.

In sum, while co-teaching models offer numerous advantages, addressing challenges requires ongoing communication, collaboration, and a commitment to overcoming obstacles. Successful co-teaching hinges on the ability of educators to leverage each other's strengths and navigate potential challenges collaboratively.

Co-teaching at Islamic Schools

Co-teaching, as a collaborative instructional model, has gained recognition for its potential to address diverse learning needs and environments. However, there exists a notable lack of awareness within the Islamic school community regarding the benefits and methodologies of co-teaching. This article highlights the need for comprehensive workshops and professional development programs to familiarize educators, administrators, and parents with the advantages of co-teaching and its alignment with Islamic educational principles.

Effective implementation of co-teaching requires specialized training to equip educators with the necessary skills, strategies, and collaborative techniques. Unfortunately, some Islamic schools in developing countries face challenges in providing adequate training opportunities for their teaching staff. This article therefore emphasizes the importance of improving the ongoing NAMA professional development programs, tailoring them to the unique needs of Islamic schools. This implies the inclusion of workshops on co-teaching models, communication strategies and methods for adapting instructional materials to different types of learners.

The persistence of traditional pedagogical approaches poses a significant challenge to the successful integration of co-teaching in Islamic schools. There is a need to reconsider cultural and historical factors contributing to the preference for conventional teaching methods; highlighting the need for a paradigm shift towards more student-centered and differentiated instructional practices. It is hoped that educators can align co-teaching values and objectives with Islamic educational principles to promote a holistic approach that caters to the needs of students at Islamic schools in the aforementioned countries.

Despite these challenges, it is anticipated that teachers at Islamic schools will possess the vision and motivation to overcome them, for the greater good of the school and students. It is with this in mind that the researcherss set about presenting the data related to teachers' readiness to adopt co-teaching models at Islamic schools supported by NAMA training initiatives.

Research Questions

In the light of this, the paper sought to answer the research questions below: 1) To what extent are the teachers of NAMA funded Islamic schools ready to adopt co-teaching Models for SLT, CVT and SLS? 2) Is there a significant different in readiness to adopt Co-teaching Models for LST, CVT and SLS in the three developing countries? 3)Is there a significant relationship between SLT, CVT and SLS?

RESEARCH METHODOLOGY

In this research, the researchers used a mixed method approach involving the combination of qualitative and quantitative research methods. Mixed methods research may be the correct choice when the research process specifies that quantitative or qualitative data alone cannot sufficiently answer the research questions. It takes on a two-phase project. Mixed-method designs proffer many advantages for approaching complex research questions because they incorporate both postpositivist and interpretivist philosophical frameworks (Fetters, 2016). It also provides a logical basis, methodological suppleness, and a profound understanding of small cases (Maxwell, 2016).

During the NAMA ROOTS teacher training programme running from 2021 to 2022, comprehensive data collection was conducted on the teaching and learning of NAMA supported Islamic secondary schools, using a mixed-method approach i.e. qualitative data in the form of observation, and quantitative data in the form of questionnaires that were administered to participating teachers. NAMA Index Indicators were used to measure several areas related to teacher training and student performance, including learning success dimensions and collaborative value themes, focusing on three main domains: School life -Teachers (SLT), Learning Success-Teachers (LST) and School culture and values-Teachers (CVT).

The focus of this paper targets readiness of teachers in NAMA supported Islamic schools to collaborate and improve their teaching by learning from others i.e., to engage in co-teaching for professional development as well as student learning outcomes. The research instrument targeted data related to Learning Success-Teachers 3 (LST3)

comprising three items from the questionnaire (Questions 12, 13 and 14). The following are the questions concerned:

12. I attend **professional development** activities (conferences, seminars/webinars, training sessions …) during the year.
13. My professional development is related to my teacher **development plan** and my own areas of improvement.
14. Teachers in my school **observe** each other's **classrooms** and provide feedback to their fellow teachers on what they observed.

The study encompassed an estimated population of ±2000 individuals from 63 NAMA Foundation-supported Islamic schools across three developing countries of Tanzania, Kyrgyzstan, and Indonesia. Teachers from selected secondary schools attended workshops and received teacher training packs for promoting 21st century teaching skills. The sample included teachers from each country with the questionnaire being administered to four teachers per school making a total of (252) teachers. The overall data collected by the NAMA ROOTS intervention included classroom observation and questionnaire responses. An overall aggregate score was achieved for teachers and schools in the three developing countries using a rating scale of 1 to 4; with 1 being the lowest overall score and 4 highest. The results of this study take the baseline scores achieved by teachers and schools of the three developing countries in 2021 compared to the improved scores achieved in 2022.

RESULTS
Results of Qualitative Data Collection
In this research two approaches were used analyses and report the finding. For the qualitative part the researchers reviewed and analyzed the data obtained from 63 NAMA Foundation-supported Islamic schools across three developing countries of Tanzania, Kyrgyzstan, and Indonesia. The data was analysed using a qualitative thematic analysis, followed by a discussion of the findings. The quantitative data was analyzed using SPSS version 26.0 with regards to the second research question about readiness of teachers to adopt co-teaching Models for Learning Success-Teachers (LST), School culture and values-Teachers (CVT) and Student Learning Success (SLS) in the three developing countries, The data was analyzed using an Independent Sample t-Test and one way analysis of variance (ANOVA). The last research question was analyzed using Pearson's correlation. The researchers believe that the results and findings provide a solid platform for discussion about incorporating Co-teaching Models across the Islamic schools of the three developing countries of Tanzania, Kyrgyzstan, and Indonesia.

The researchers analyzed the interview questions posed to teachers in NAMA Foundation-supported Islamic schools across three developing countries to determine their readiness to employ co-teaching models for teaching and learning. Qualitatively, the results of the study showed a positive change as a result of the NAMA ROOTS program. Overall, there was significant progress in the Index Indicator LST3 for all three countries for the period 2021 to 2022. The average improvement for all three schools was 1.7 - 2.4, a total gain of 0.7, while improvement for each country was: Tanzania: 1.4 - 2.0, Indonesia: 2.1 - 2.7 and Kyrgyzstan: 1.9 - 2.0. This indicates that the Islamic school teachers' readiness to cooperate and collaborate to improve their teaching increased by 0.6 for Tanzania and Indonesia, and an increase of 0.1 for Islamic schools in Kyrgyzstan. This suggests that NAMA sponsored school teachers and administrators benefitted from the efforts afforded to them by the ROOTS trainers and experts, implying that the inclusion of co-teaching in future NAMA training initiatives would be a valuable addition to improve Islamic school teachers' practices in these developing countries.

It is worth noting that participating in such co-teaching initiatives is sometimes problematic for veteran teachers who may deem themselves too knowledgeable and experienced to attend such initiatives. However, the results of the study showed that Islamic school teachers were open to improving their knowledge and skills by learning from others from all three developing countries, which maybe due to their Islamic background that teaches them to be humble and open to seeking knowledge. In this case, the first three models of co-teaching (Models 1-3) are most viable for Islamic school teachers, allowing them to gain support from expert teachers i.e. 'One Teach, One Assist', 'Parallel Teaching' and 'Station Teaching'. In contrast, more experienced teachers could share their knowledge as role models using Models 4-6, namely: 'Alternative Teaching', 'Team Teaching' and 'Teaching in Tandem'.

As such, co-teaching represents a paradigm shift for Islamic schools and offers great potential for future professional development in all three countries, by enhancing team work and collaboration, promoting knowledge sharing and improving teachers' pedagogical skills.

Results of Quantitative Data Collection

After collecting and analysing the qualitative data for the Islamic schools of all three developing countries the researchers compared and contrasted the mean scores for SLT, CVT and SLS. The results are presented in the tables and figures below.

Prior to the analysis of means, the researchers reported the descriptive statistics for the respondents of each country as follows:

Table 1: Frequency, Percentage and Means for total number participants from each country

		Frequency	Percent	Mean	Standard Deviation
Va lid	Tanzania	112	29.2	3.09	.724
	KYR	130	33.9	3.22	.783
	Indonesia	141	36.8	3.41	.665
	Total	383			

Based on the table above, the frequency of the participants from each country were estimated. The total number participants from each country was similar; although, the participants from Indonesia were more, compared to the two other countries with percentages of 29.2%, 33.9%, and 36.8% respectively. This is highlighted to in figure 1 below:

*Figure1*: *Frequency, percentage and means of total number of participants from each country*
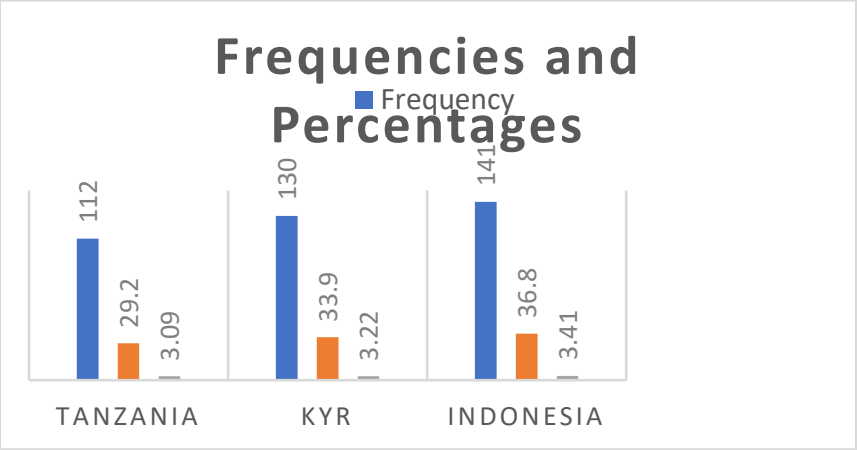
The results for the comparison of means across the three developing countries of Tanzania, Kyrgyzstan, and Indonesia for NAMA Foundation-supported Islamic schools' co-teaching readiness for LST are indicated in table 2 below:

Table 2: Comparison of Means of the three developing countries of Tanzania, Kyrgyzstan, and Indonesia for the co-teaching readiness for LST.

	Co-Teaching Readiness for Learning success - Teacher	Co-Teaching Readiness for Learning success - Teaching	Co-Teaching Readiness for Learning success -Teaching
	Tanzania	KYR	Indonesia
Mean	24.8953	11.5393	9.4569
N	382	382	383
Std. Deviation	4.44677	2.38703	1.69773
Compared Mean	.22752	.12213	.08675
Variance	19.774	5.698	2.882
Range	20.00	11.00	8.00
% of Total Sum	100.0%	100.0%	100.0%
% of Total N	100.0%	100.0%	100.0%

Table 2 above compares the mean scores of teachers in the three developing countries for co-teaching readiness for LST. The results of the comparison show that Tanzania had the highest mean .227, compared to other countries, which had a mean value of .122 and 0.867 for Kyrgyzstan and Indonesia respectively. This shows that the level of teacher readiness for Learning success - Teaching (LST) in the selected countries is relatively high. These results are shown in Figure 2 below:

Figure 2: Comparison of Means for three developing countries: Tanzania, Kyrgyzstan, and Indonesia Co-teaching Readiness for the Learner's Success Teaching (LST)
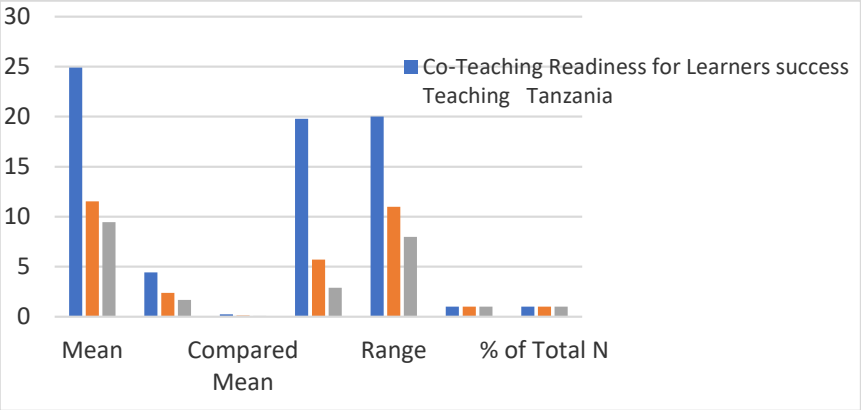
In the school setting, a learner's sense of success refers to a general feeling of being accepted, respected, connected and supported by one's peers, teachers, and other staff. This sense of belonging can be highly personalised, with differences in lived experiences, values, beliefs, histories, identities, and more all influencing how individual students experience the learning environment (Lovett, Bridges, DiPietro, Ambrose, & Norman, 2023).
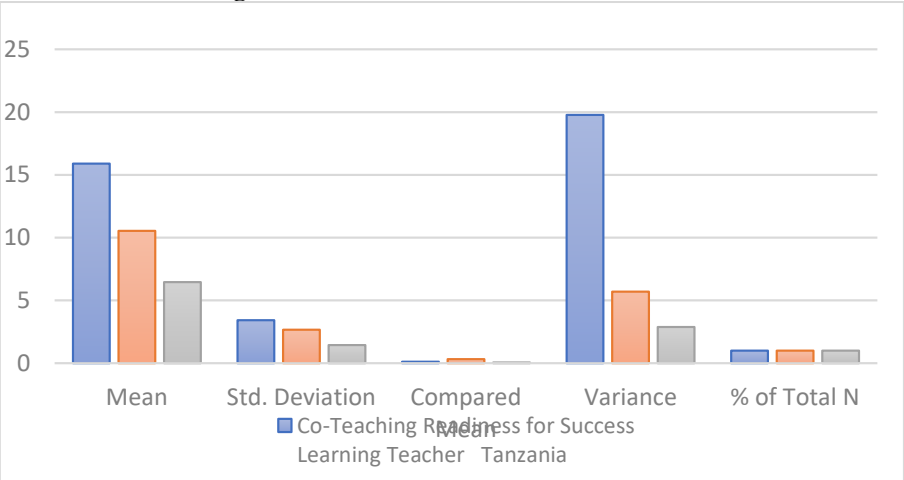
The researchers further compared the means of NAMA Foundation-supported Islamic school teachers' co-teaching readiness for SLT. A comparison of these means can be seen in Table 3 below:

Table 3: Comparison of Means of the three developing countries Tanzania, Kyrgyzstan, and Indonesia for co-teaching readiness for School Life - Teacher (SLT)

	Co-Teaching Readiness for School Life - Teacher	Co-Teaching Readiness for School Life - Teacher	Co-Teaching Readiness for School Life - Teacher
	Tanzania	KYR	Indonesia
Mean	15.8953	10.5393	6.4569
N	382	382	383
Std. Deviation	3.423	2.6661	1.4421
Compared Mean	.11752	.3213	.05675
Variance	19.774	5.698	2.882
Range	21.00	12.00	9.00
% of Total Sum	100.0%	100.0%	100.0%
% of Total N	100.0%	100.0%	100.0%

Table 3 shows the mean scores of the three developing countries Tanzania, Kyrgyzstan, and Indonesia for co-teaching readiness for School Life - Teacher (SLT). The results of the comparison shown that Kygystan had the highest mean of .3213, compared with mean values of .11752 and .05675 for Tanzania and Indonesia respectively. This indicates that the level of teacher readiness for SLT in the selected countries was relevantly low. Figure 3 below shows a comparison of means scores for SLT, comparing the readiness of NAMA Foundation-supported Islamic school teachers across the three developing countries.

Figure 3: Comparison of Means of the three developing countries of Tanzania, Kyrgyzstan, and Indonesia for the co-teaching readiness for the Success Learning Teacher


Finally, the researchers compared the means of the respondents of the three developing countries for co-teaching readiness for Cultural and Value-Teacher (CVT). The result is shown in the table 4.

	Co-Teaching Readiness for Cultural and Value - Teacher	Co-Teaching Readiness for Cultural and Value - Teacher	Co-Teaching Readiness for Cultural and Value - Teacher
	Tanzania	KYR	Indonesia
Mean	11.8953	13.5393	10.4569
N	382	382	383
Std. Deviation	.377	.387	.697
Compared Mean	.997	.8213	.7675
Variance	1.774	5.698	2.882
Range	20.00	11.00	8.00
% of Total Sum	100.0%	100.0%	100.0%
% of Total N	100.0%	100.0%	100.0%

Table 4 above shows a comparison of the mean scores of teachers of the three developing countries of Tanzania, Kyrgyzstan, and Indonesia for co-teaching readiness for Cultural and Value - Teacher. The results show that Tanzania had the highest mean .997 compared to mean values of .11752 and .05675 for Kyrgyzstan and Indonesia respectively. This indicates that the level of teacher readiness for Cultural and Value - Teacher in the selected countries was relevantly low. Figure 4 below summarizes the comparison of means for Cultural and Value - Teacher (CVT) across the three developing countries of Tanzania, Kyrgyzstan, and Indonesia.

Figure 4: Comparison of means of the three Developing Countries: Tanzania, Kyrgyzstan and Indonesia for Co-teaching Readiness for Cultural and Value Teaching (CVT)
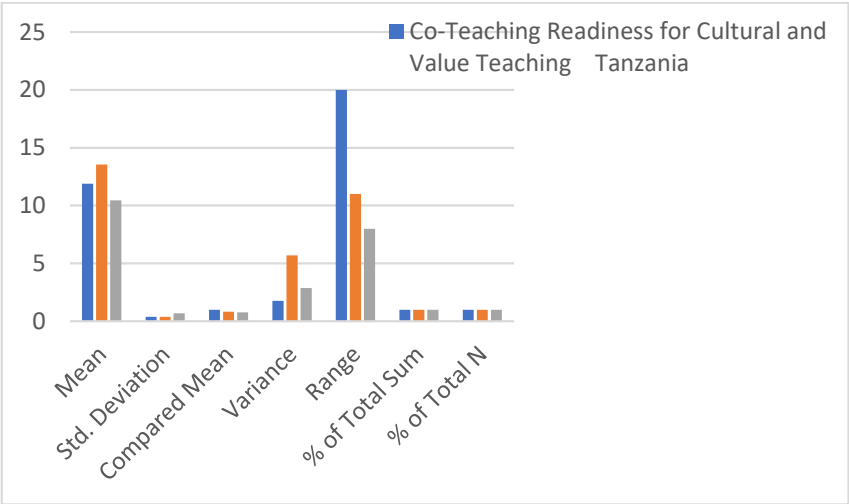
To answer the second research question that sought to examine whether there was a significant different in readiness to adopt co-teaching Models for SLT, CVT and LST in three countries, the researchers used Analysis of variance (ANOVA) to know the "variation" among and between groups. Hypothesis one was tested using One-way Anova to determine the significance of the variance between groups regarding readiness to adopt co-teaching Models for SLT, CVT and LST in the schools of the three countries. Levene's test for equality of variances indicated that the data violated the assumption of equal variance with p=.000. As a way out, the Brown-Forsythe's Tests of Equality of means (p=0.220) was considered. The result are shown in tables 5 and 6 below:

Table 5: One way Anova for Readiness to adopt co-teaching Models for SLT, CVT and LST

	Mean	**Std. Deviation**	**Std. Error**	**95% Confidence Interval for Mean**	
				Lower Bound	Upper Bound
Tanzania	6.93	1.397	.147	6.64	7.23
Kyrgyzstan	6.89	1.610	.219	6.45	7.33
Indonesia	7.25	1.313	.189	6.87	7.63
Total	7.05	1.359	.090	6.88	7.23

Table 6**:** One way Anova for Readiness to adopt co**-**teaching Models for SLT, CVT and LST

	Sum Squares	df	Mean Square	F	Sig**.**
Between Groups	7.435	3	2.478	1.348	.260
Within Groups	411.933	379	1.839		
Total	419.368	379			

Table 5 and 6 show that there was no statistically significant difference in readiness to adopt co-teaching Models of Learning Success-Teachers, School culture and values-Teachers and School Life - Teachers in three countries scores for Tanzania (M=6.93, SD=1.397), Kyrgyzstan (M=6.89, SD=1.610), Indonesia (M=7.25, SD=1.313). As such, the researchers failed to reject the null hypothesis and concluded that no differences exist with regard to readiness to adopt co-teaching Models of Learning Success-Teachers, School culture and values-Teachers and School Life - Teachers in three countries. Besides, the magnitude of the differences in the means of Eta squared=.02 represented a very small effect size.

   The last research question was to answer if there is a significant relationship between Learning Success-Teachers (SLT), and School culture and values-Teachers (CVT) and School Life - Teachers (SLT), in

other to answer the question the researchers used Multiple regression analysis (MRA).

Standard multiple regression analysis was conducted to assess the relationships of the Learning Success-Teachers (SLT), and School culture and values-Teachers (CVT) and School Life - Teachers (SLT). ANOVA results in Table 7 reveal a significant influence of the predictors on Learning Success-Teachers (SLT), and School culture and values-Teachers (CVT) and School Life - Teachers (SLT) p (F=819.126) = 0.00.

Table 2.12 ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.915	6	7.319	819.126	.000[b]
	Residual	1.975	221	.009		
	Total	45.890	227			

Table 2.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978[a]	.957	.956	.09453

a. Predictors: (Constant), Academic performance, School culture, Teachers' expectations, Personal
expectation, Parents' expectations, Disturbances from classmates

Correlation coefficients describe the strength and direction of an association between variables. A Pearson correlation is a measure of a linear association between 2 normally distributed random variables. The result of the correlation indicated that there is no significant relationship between Learning Success-Teachers (SLT), and School culture and values-Teachers (CVT) and School Life - Teachers (SLT). The p=value is below .001 which is not significant.

Correlations

		SLT	LST	CVT
SLT	Pearson Correlation	1	.751[**]	.599[**]
	Sig. (2-tailed)		.000	.000
	N	381	380	381
LST	Pearson Correlation	.751[**]	1	.587[**]
	Sig. (2-tailed)	.000		.000
	N	380	382	382
CVT	Pearson Correlation	.599[**]	.587[**]	1
	Sig. (2-tailed)	.000	.000	
	N	381	382	383

[**]. Correlation is significant at the 0.01 level (2-tailed).

Based on the analysis conducted, it is evident that there is no significant relationship between Learning Success-Teachers (SLT) and School culture and values-Teachers (CVT) in relation to School Life - Teachers (SLT). Despite initial expectations, the data did not reveal a statistically significant association between these variables. This outcome suggests that other factors not accounted for in this study may play a more prominent role in influencing student learning success. Further research is warranted to explore additional variables and their potential impact on student outcomes, thereby contributing to a more comprehensive understanding of the dynamics within educational settings.

CONCLUSION
In conclusion, the researchers' findings refute the initially proposed hypothesis, as the calculated significance level (Sig.) of 2-tailed testing falls below the predetermined threshold of 0.05. This outcome underscores the importance of rigorous statistical analysis in scientific inquiry, illuminating the need for further investigation and potentially revised hypotheses. While the results may not align with the anticipated outcomes, they provide valuable insights into the phenomenon under study and pave the way for future research avenues.

Recommendations
For future enhancement of the educational practices of teachers in the Islamic schools of the three developing countries Tanzania, Kyrgyzstan, and Indonesia, a qualitative research initiative using Modes of Co-teaching is recommended. The researchers propose the adoption of the Magiera-Simmons Quality Indicator Model of Co-teaching (Magiera, Simmons, & Hance, 2008) as an intervention strategy. This model

emphasizes a "quality process" that would encourage co-teachers in Islamic schools to collaborate effectively to achieve optimal results for their students. The primary aim of this intervention would be to investigate the impact of a structured co-teaching approach on Islamic school teachers' and students' overall educational experience and performance.

To facilitate the integration of co-teaching into such an educational setting, it is suggested that the NAMA ROOTS program be expanded to include a dedicated module on co-teaching tailored to Islamic schools. Such an addition would provide Islamic school teachers with the essential knowledge and skills required for successful co-teaching implementation. It is expected that incorporating co-teaching into the professional development through the NAMA ROOTS program will help to enhance Islamic school teachers' methodology thereby contributing to a more collaborative and engaging learning environment. The success of co-teaching relies significantly on the support and advocacy of school leaders; therefore, it is recommended that Islamic school principals are encouraged to actively support and promote co-teaching within their institutions. By fostering a culture that values collaborative teaching practices, Islamic school principals can help create an environment that is conducive to the successful application of co-teaching. This support is crucial to ensure the sustainability and effectiveness of any co-teaching initiatives in the long run.

The variation in the culture and educational environments of these three developing countries indicates a need for further research on co-teaching in Islamic school settings. Tailoring co-teaching strategies to meet the unique needs and cultural context of Islamic schools will contribute to a more effective and stimulating educational training program.

Finally, the implementation of Professional Learning Communities (PLCs) is recommended as an alternative mechanism for facilitating collaboration and professional growth among Islamic school teachers, which would allow teacher-educators to meet regularly, share experiences and address challenges related to co-teaching collectively. Such a platform would enhance the sustainability of the co-teaching training and practices by fostering a supportive community of Muslim educators committed to continuous improvement.

In sum, these recommendations form a coherent and collective approach for the integration of co-teaching into the Islamic schools of Tanzania, Kyrgyzstan, and Indonesia. By incorporating the Magiera-Simmons Quality Indicator Model; expanding professional development programs; gaining support from school leaders; conducting targeted

research and implementing PLCs, the Islamic schools of these countries can pave the way for ground-breaking and effective teaching and learning.

CONCLUSION

In conclusion, the study explored the possibility of a paradigm shift to implement co-teaching models in the Islamic schools of the three developing countries Kyrgyzstan, Tanzania, and Indonesia. The study addressed data related to Islamic school teachers' readiness to engage in co-teaching. It emphasizes the need for a comprehensive approach for integrating co-teaching into the Islamic schools of these countries. The NAMA ROOTS program served as a catalyst for identifying the potential benefit of co-teaching for Islamic school teachers, prompting a recommended paradigm shift for future training programs.

The article highlighted the positive impact of the ROOTS program on Islamic school teachers' readiness to adopt co-teaching, as evidenced by the significant improvements in the ToC Index Indicator LST3 across the three countries. The data points to a positive change in Islamic school teachers' willingness to collaborate and improve teaching effectiveness, laying the foundation for potential future co-teaching initiatives.

Recognizing the challenges associated with co-teaching, such as time constraints, differing teaching styles, and limited resources the article provides recommendations for the adoption of the Magiera-Simmons Quality Indicator Model for the expansion of the NAMA ROOTS program to incorporate co-teaching modules, along with active support from Islamic school leaders and further research into co-teaching at Islamic schools, as well as the implementation of PLCs. These measures are proposed to foster a collaborative and stimulating educational environment that aligns with the cultural and religious contexts of Islamic school teachers and students for the three developing countries.

Overall, the findings and recommendations presented in this article represent a modest contribution to the ongoing dialogue on co-teaching in developing countries. The authors emphasize the importance of adapting pedagogical approaches to meet the needs of these unique educational settings. In this way, it is hoped that the proposed co-teaching initiative will enhance the educational experiences of both teachers and students in the Islamic schools of Kyrgyzstan, Tanzania, and Indonesia.

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