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PEER OBSERVATION AS A PROFESSIONAL DEVELOPMENT STRATEGY TO RAISE TEACHERS' SELF-DRIVE IN IMPROVING THEIR TEACHING SKILLS IN A LANGUAGE CENTER

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Abstract

This study investigates the effectiveness of a peer observation program as a professional development tool in a language center. The research explores teachers' perceptions of the program, its role in fostering self-awareness and professional growth, and the challenges encountered during its implementation. As an evaluation of an implemented program within an educational institution, this study employed a qualitative case study design. Data were collected through questionnaires distributed to 14 part-time teachers participating in the program. The findings reveal that peer observation contributed positively to teachers' professional development by encouraging self-reflection through feedback, constructive criticism, insightful questions, and peer suggestions. Collaborative activities within the program also helped teachers identify their strengths, weaknesses, and areas for improvement in teaching practice. Overall, 58% of the teachers responded positively to the program. However, several challenges limited the program's effectiveness, including scheduling conflicts, unclear procedures, limited confidence in giving and receiving feedback, and resistance to peer evaluation. The study highlights the importance of clear communication, structured procedures, and institutional support in implementing an effective peer observation program. It also suggests that peer observation can become a meaningful and sustainable professional development practice when supported by reflective dialogue, collegial trust, and consistent follow-up activities.

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INTRODUCTION

Teachers working together and helping each other to tackle the stress of the profession and to achieve students' best learning performance are the main points of a professional development goal (Lawrence & Chong, 2010; O'Leary & Price, 2016). A collaborative professional development is an appropriate strategy to accomplish it (Perry & Lewis, 2009). Educational research has shown that structured collaborative learning programs may interest teachers in promoting capacity for change and help teachers adopt new knowledge bases and instructional practices to engage students, instead of a two-hour workshop or thirty-minute sharing sessions (Lawrence & Chong, 2010). Contextual and dynamic professional development, in the form of teachers learning collaboratively on a regular basis, assists teachers in developing and sharing responsibility for their students' learning (Lawrence & Chong, 2010). Since the 1970's, teacher collaboration has become a widespread procedure in education. Various studies have been done in many countries to emphasize the benefit of collaborative learning (Dubin, 2010; Ebaeguin & Stephens, 2014; Guitierez, 2015; Kusanagi, 2014; Rahman, Abdurrahman, Kadaryanto, & Rusminto, 2015; Tanang & Abu, 2014).

Teachers in the US found that collaborative learning for the sake of their professional development is preferable. "I'd rather do this than attend a workshop and have somebody tell me what I should be doing in my classroom, I really enjoy being part of the team" (Dubin, 2010, p.29). Furthermore, teachers in Singapore also see how collaborative work has helped them enhance students' learning and achievement: "...teacher collaborative learning to be a powerful vehicle to mobilize teacher instructional change and pedagogical practices, and to improve student achievement" (Lawrance & Chong, 2010). Meanwhile, teachers in Japan, with their lesson study, have also developed an engaging teacher learning community to signify impacts on their students' learning (Kusanagi, 2014).

The Indonesian government has also brought a teacher collaborative learning program where teachers support each other in dynamic learning structures to its curriculum development. Some projects done by subject teachers in schools, such as *Musyarawarah Guru Mata Pelajaran* (Subject Teachers' Association), and lesson study share some samples of how collaborative learning programs for teachers are implemented in Indonesia (Rahman, Abdurrahman, Kadaryanto, & Rusminto, 2015; Tanang & Abu, 2014).

A peer support program has been established at a private university language center in Jakarta to enhance the professional development of its part-time teachers. The program is expected to encourage teachers' self-reflection and self-awareness about teaching and reassessing their teaching in the light of other teaching styles. Moreover, the program aims to enhance teachers' self-awareness and encourage reflective practice by critically examining teaching approaches and experimenting with new methods. This includes developing awareness of engaging instructional techniques, observing effective teaching practices, and improving overall productivity (Cosh, 1999; Sempowicz & Hudson, 2011). For the institution, the program serves as a learning vehicle for teachers' professional growth, as collaboration with peers has a greater influence on teaching practice than traditional training (Cosh, 1999; Sempowicz & Hudson, 2011). The impact on students is expected to be meaningful, as the implementation of a systematic peer observation approach can lead to greater success and improved sustainability of teaching practices (O'Leary & Price, 2016).

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A Successful Peer Support Program

A successful peer support program requires clear institutional goals, reflective practice, mutual trust, and teachers' reflective ability. First, institutions should establish transparent objectives, clear information about the cycles or procedures -collaborative work to design a lesson plan, setting a contract to focus the observation, lesson plan implementation observation, providing feedback after the observation, and non-judgmental guidelines to ensure teachers feel secure and supported during peer observation (Cosh, 1999; O'Leary & Price, 2016). Clear roles and collaborative agreements also help maintain teachers' ownership and encourage teamwork.

Second, peer observation should be followed by reflective dialogue and constructive feedback to improve teaching practice (Lawrance & Chong, 2010; Martin, 2012). Through discussion and self-reflection, both observers and observed teachers identify strengths, weaknesses, and possible improvements. Structured feedback can further support professional learning and future action research.

Third, trust, confidentiality, and mutual support are essential for effective peer collaboration. Teachers are more willing to share honest feedback and reflect critically when they feel respected and supported by their peers (Kusanagi, 2014; O'Leary & Price, 2016). Such collegial relationships encourage problem-solving and continuous improvement in teaching practice.

Finally, successful peer support programs foster teachers' reflective abilities and awareness of effective teaching practices. Reflection on classroom experiences and feedback enables teachers to evaluate what worked well, what needs improvement, and what should be changed in future lessons (Sempowicz & Hudson, 2011). This reflective process promotes continuous professional development and may lead teachers to engage in classroom-based action research. Referring to practices in some institutions (Arani, Fukaya, & Lassegard, 2010; Dubin, 2010; Ebaeguin & Stephens, 2014; Guitierez, 2015; Kusanagi, 2014; Rahman, Abdurrahman, Kadaryanto, & Rusminto, 2015; Tanang & Abu, 2014), the center adopts the following stages to organize the peer support program.

In the present research setting, the program activities include lesson planning, lesson observation, discussion for feedback, and reflection. Introduction sessions were conducted to provide teachers with guidelines on the reasoning, objectives, and program cycle. The sessions were designed to foster teachers' self-driven engagement in the program and to emphasize that the program is not intended to homogenize or equalize teachers' competencies (Cosh, 1999; O'Leary & Price, 2016). A successful peer support program can be attained if teachers feel equal in status, neither superior nor inferior. Teachers are allowed to set the term, focus, and content of the observation. The approach is done to assure teachers that they have control of the program. In return, self-driven is activated for teachers to get involved in the program (O'Leary & Price, 2016).

Below are details of how the program was conducted in the center.

1. Introduction Stage.
   The center organized four series of introduction sessions delivered by a trainer hired by the university. The introduction is needed to explain why changes need to be made. The session was also about the program's rationale and how it benefits teachers. The goal was to avoid fear among teachers.

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The second session focused on discussing teachers' roles and responsibilities in the peer support program. The discussion emphasized creating a sense of security in opening classrooms for peer observation through establishing a mutual agreement or contract (Cosh, 1999; O'Leary & Price, 2016). It also addressed giving and receiving feedback, the importance of constructive feedback, and the role of collaboration and communication in supporting teachers' professional growth. In addition, the session explored how to develop openness in giving feedback, how to respond to feedback, and how to use feedback to improve lesson planning and classroom implementation.

2. Implementation Stage
   The center set the guidance on conducting peer observation by adopting a lesson study cycle (Dubin, 2010; Ebaeguin & Stephens, 2014; Guitierez, 2015; Kusanagi, 2014; Saito, 2012). The center assigns teachers to work together with colleagues who teach similar classes. The center releases the cycle, the group names, and the format of the document needed, such as a lesson plan and a lesson observation format. In the run, teachers discuss their lesson plan, observe the lesson plan execution, and provide feedback. The outcome is that teachers reflect and improve their practice from constructive feedback. Rewards are given to those who can complete by submitting the lesson observation document to the management.

The program has been implemented for one semester, and the center needs to assess whether it has achieved its intended objectives. Hence, this research aims to investigate how teachers perceive the peer support program as a means of development. The investigation is needed to figure out any obstacles teachers may face to improvement. Hence, revealing how the part-time teachers perceive the peer support program for self-development is imperative.

The results of this research are beneficial for the center to set policies for teachers' standard assessment. For other similar language centers, this research result may be guidance to implement similar policies for their part-time teachers. For the evaluation needed, this research aims to answer the following questions:

1. How do teachers perceive the peer observation program?
2. To what extent does the program successfully raise teachers' self-awareness for self-development?
3. Did teachers deal with any problems implementing the program? What are they?

The quest will help improve the next semester's program implementation.

METHOD

Research Design

This study focuses on a group of part-time teachers at a language center as a bounded system to provide an in-depth examination of the implementation of a peer support program. It aims to explore teachers' perceptions of the program and identify key challenges that may hinder their full participation. A qualitative case study design was employed, as it enables a context-sensitive and holistic investigation of a contemporary phenomenon within its real-life setting. This approach is particularly appropriate for capturing the complexity of participants' experiences and the influence of institutional context on program implementation. Data were generated through a questionnaire consisting of open-ended questions, allowing participants to

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articulate their perspectives in their own words. The responses were then analyzed to interpret and represent participants' experiences (Bryman, 2016).

Setting and Participants

There were 24 part-time teachers in the center. Since the center required all teachers to participate in the program, their responses to the program evaluation were considered as the data. The 30 participants were mostly experienced teachers. 10 of the teachers are senior teachers who attended teacher training conducted by the British Council, Cambridge, and International Test Centers. They have been teaching English at different levels for more than 10 years. The rest are teachers with averagely 10 years of teaching experience.

Data Collection Method and Analysis

Based on the aspects identified in the literature review as indicators of a successful peer support program, a questionnaire consisting of a set of survey questions was developed. The questionnaire was designed to collect data by eliciting teachers' perspectives on the following aspects.

1. The program socialization and introduction sessions were intended to encourage teachers to become actively involved in the program by helping them understand its purposes and significance. The set of questions for the introduction sessions was designed to assess the extent to which teachers recognized and understood the crucial stages of the program's implementation.
2. In the implementation stage, the questionnaire aimed to explore how teachers carried out each cycle of the program, including lesson planning, establishing agreements for lesson observation, giving and receiving feedback after classroom observations, and conducting reflections.
3. When discussing the implementation of lesson plans, the study also sought to reveal how teachers perceived their peers, particularly whether their peers provided critical yet constructive feedback.
4. In relation to reflection and improvement, the investigation focused on how teachers perceived the post-observation discussions as reflective sessions and how these discussions contributed to their professional improvement afterward.
5. The study also aimed to identify any obstacles teachers encountered while participating in the program, as well as the efforts they made to address those challenges.

The investigation employed data coding and interpretative analysis to examine the questionnaire responses (Bryman, 2016). Teachers' responses were grouped according to themes and topics to identify underlying meanings and draw conclusions regarding their perceptions of the peer support program.

Data Analysis

The data collected from the questionnaires were analyzed using the framework analysis approach proposed by Bryman (2016). The analysis was conducted through five stages.

The first stage was familiarization, in which the data were transcribed and carefully reviewed to develop a deeper understanding of their content, scope, and diversity. The second stage

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involved identifying a thematic framework, in which the data were categorized based on either theoretical concepts derived from the literature or emerging issues identified in participants' responses.

The third stage was coding, which aimed to assign specific labels and classifications to the data. The fourth stage was charting, in which the data were organized and presented in charts according to the identified thematic framework. The final stage was mapping and interpretation, where the data were analyzed using relevant theories to identify patterns, associations, concepts, and possible explanations.

FINDINGS AND DISCUSSION

Based on the need to evaluate the peer support program success, this research questioned three main points: teachers' perception about the peer observation program, the program's success in raising teachers' self-awareness for self-development, and any problems teachers encountered in participating in the program. The questionnaire was designed to gather information about the above issues. Responses were grouped into the following findings and were analyzed to measure how successful and beneficial the program was.

1. Participants' enthusiasm

The number of teachers who responded to the questionnaire may reflect their enthusiasm for participating in the program. Out of 24 teachers listed, only 14 submitted responses, indicating that approximately 58% of the teachers participated in the evaluation. This figure suggests a moderate level of enthusiasm toward the peer support program and may indicate that the program encouraged some teachers to improve their teaching practice through self-driven professional development.

However, among the 14 respondents, only 12 attended the entire introductory session of the peer support program. One participant did not clearly state whether they attended fully or partially, while another reported being unable to attend all sessions. These findings suggest that not all teachers demonstrated strong commitment or awareness of the importance of professional self-development, as reflected in their limited participation in the program (Cosh, 1999; O'Leary & Price, 2016). Furthermore, the results may also indicate limited support from some teachers toward the professional development system implemented by the center (Cosh, 1999; O'Leary & Price, 2016).

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Table 1

Participants' Enthusiasm

Category	Number of Teachers	Percentage	Interpretation
Total teachers listed	24	100%	Total teachers involved in the program
Teachers who responded to the questionnaire	14	58%	Indicates moderate enthusiasm toward the program
Teachers who did not respond	10	42%	May indicate limited engagement or support for the program
Respondents who attended the full introductory session	12	86% of respondents / 50% of total teachers	Shows a relatively strong commitment among active participants
Respondent with unclear attendance status	1	7% of respondents	Attendance participation could not be determined
Respondent who could not attend all sessions	1	7% of respondents	Indicates incomplete participation in the program

The data suggest that while several teachers showed enthusiasm and commitment toward the peer support program, overall participation remained moderate. Limited response and attendance rates may indicate varying levels of motivation and support for professional development activities within the center.

2. Participant attendance during the introductory stage to ensure program clarity

One indicator of a successful peer support program is teachers' clear understanding of the program's objectives and procedures (Cosh, 1999; O'Leary & Price, 2016). Before implementing the program, the center organized four introductory sessions to explain the rationale, objectives, procedures, and benefits of participating in the program. These sessions aimed to provide transparency regarding the purpose of peer observation and to ensure that teachers understood the non-judgmental and collaborative nature of the program. Teachers' attendance, participation, and attention during these sessions were important to support the successful transfer of information and implementation of the program.

The responses showed that 12 participants agreed that the introduction sessions provided sufficient information about how to participate in the program. One participant who did not attend the sessions responded negatively regarding the clarity of the program, while another participant chose not to comment on the program's benefits. Similarly, 12 participants stated that the sessions helped them understand the benefits of joining the program. These findings suggest that attendance in the introductory sessions played an important role in helping teachers understand the program's objectives, procedures, and intended benefits (Cosh, 1999; O'Leary & Price, 2016).

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However, teachers demonstrated different levels of motivation and engagement after attending the sessions. Only nine participants reported feeling motivated and committed to fully participate in the program. In contrast, three participants stated that they still could not clearly understand the program objectives, and one participant explicitly mentioned that the objectives remained unclear. These findings indicate that some teachers may still perceive peer observation as evaluative or judgmental rather than as a collaborative form of professional support. Although the management conducted several introduction sessions to explain the program's collaborative purpose, further investigation is needed to understand why some teachers remained uncertain about the program. The findings also suggest that the management may need to develop alternative approaches to improve teachers' understanding and engagement with the program.

Table 2

Participants' Attendance in the Introduction Stage to Ensure Clarity

Aspect Evaluated	Response Category	Number of Participants	Interpretation
Understanding of program procedures	Agreed that the sessions provided sufficient information	12	Most participants understood the procedures and expectations of the program
	Did not understand/responded negatively	1	Participant did not attend the sessions and lacked clarity about the program
	No comment	1	Participant chose not to provide an opinion
Understanding of program benefits	Agreed that the sessions explained the benefits of joining	12	Most participants understood the benefits of participating
	Responded negatively	1	Participant who did not attend the sessions could not identify the benefits
	No comment	1	Participant did not respond to the benefits
Motivation and commitment after the sessions	Felt motivated and committed to participate fully	9	Indicates positive engagement with the program
	Still unclear about the program objectives	3	Shows a partial misunderstanding of the program's purpose
	Stated the objectives were unclear	1	Indicates a lack of comprehension despite the introduction sessions
Attendance in introduction sessions	Attended the sessions	12	Attendance supported teachers' understanding of the program
	Did not attend the sessions	1	Absence affected the understanding and

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			perception of the program
	Unclear attendance status	1	Participation could not be determined

The findings suggest that the introduction sessions generally helped teachers understand the objectives, procedures, and benefits of the peer support program. However, differences in teachers' motivation and comprehension indicate that some participants still perceived the program as unclear or potentially evaluative. This suggests the need for alternative communication and engagement strategies to strengthen teachers' understanding and commitment to the program.

Teachers' Active Involvement in the Peer Support Program Cycles

A. Designing Lesson Plan

One stage of the peer support program involves teachers collaboratively designing lesson plans (Kusanagi, 2014). This stage allows teachers to discuss and justify their choice of teaching methods based on the lesson objectives (Cosh, 1999; O'Leary & Price, 2016). Regarding participation in collaborative lesson planning, seven teachers reported actively joining group discussions, six did not respond, and one participant stated that he did not participate at all. Furthermore, six teachers agreed that the lesson planning stage helped reduce their awkwardness and anxiety about being observed, making them feel more confident in inviting colleagues into their classrooms. Seven teachers did not respond to this statement, while one participant disagreed because he had not attended any of the introduction sessions.

These findings suggest that collaborative lesson planning helped reduce teachers' anxiety about peer observation, increased their teaching confidence, and supported their emotional and professional preparation for the peer support process. Teachers who participated in the activity generally perceived it as beneficial for building confidence and encouraging engagement in classroom observation.

Table 3

Teacher Involvement in Designing Lesson Plans

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Participation in collaborative lesson planning	Participated in a group discussion	7	Shows active involvement in the lesson planning stage
	No response	6	Indicates unclear participation or limited engagement
	Did not participate	1	Shows non-participation in the activity
Perception of the lesson planning stage	Agreed that it reduced awkwardness and anxiety about being observed	6	Suggests that lesson planning increases teachers' confidence

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	No response	7	Indicates uncertainty or lack of opinion about the benefit
	Disagreed with the statement	1	The participant did not attend the introduction sessions
Overall implication	Collaborative lesson planning supported teachers' confidence and preparation	—	Indicates the importance of collaborative preparation in the peer support process

B. Agreeing to a contract before lesson observation

To reduce teachers' anxiety about being observed, observing and observed teachers need to agree on the focus of the observation beforehand (Cosh, 1999; O'Leary & Price, 2016). Eight teachers reported having a discussion before the lesson observation, while six teachers remained neutral about this practice.

To support proper observation procedures, the center also provided an observation format for teachers to complete. Six teachers stated that the format helped guide the observation process, six teachers did not respond, and two teachers reported that the format was not helpful.

The findings suggest that pre-observation discussions and structured observation formats may help teachers conduct peer observations more effectively and reduce anxiety during the observation process.

Table 4

Teacher Involvement in Agreeing on a Contract before Lesson Observations

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Pre-observation discussion	Had a discussion before observation	8	Indicates preparation and agreement on the observation focus
	Neutral / no clear response	6	Suggests unclear involvement or opinion about the discussion
Usefulness of observation format	Found the format helpful	6	Shows the format supported by the observation process
	No response	6	Indicates uncertainty or lack of opinion
	Found the format not helpful	2	Suggests the format may need improvement

C. Discussing the constructive feedback

After the lesson observation, teachers discussed the observation notes and other relevant information recorded in the format provided by the management. Nine teachers reported participating in post-observation discussions to exchange feedback, one teacher stated that no discussion took place, and four teachers did not specify whether they participated in such discussions.

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Most teachers perceived their peers as providing critical yet constructive feedback, although one teacher did not share this view, and four teachers were uncertain about the quality of the feedback. Teachers who received constructive feedback reported learning about both their strengths and areas for improvement. The feedback included suggestions to improve classroom instruction, reduce speaking speed, integrate technology into classroom activities, avoid repetitive tasks, encourage students' self-reflection, and reduce teacher talking time.

The findings indicate that post-observation discussions provided teachers with constructive feedback and practical suggestions for improving their teaching practices. The peer support program contributed positively to teachers' professional development through reflective dialogue and collaborative feedback.

Table 5

Teacher Involvement in Discussing the Feedback

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Post-observation discussion	Participated in feedback discussion	9	Indicates active engagement in reflective discussion
	No discussion conducted	1	Shows a lack of follow-up reflection after observation
	No response / unclear	4	Participation in the discussion could not be determined
Perception of peer feedback	Viewed feedback as critical and constructive	9	Suggests positive and supportive peer interaction
	Did not perceive feedback as constructive	1	Indicates dissatisfaction with the feedback process
	Uncertain / no response	4	Teachers could not clearly evaluate the feedback
Areas of improvement identified through feedback	Teaching instruction, speaking speed, technology integration, reducing repetitive activities, encouraging self-reflection, and reducing teacher talking time	—	Demonstrates practical professional development outcomes

D. Confidence in giving and receiving feedback

Teachers' confidence in giving and receiving feedback is an important indicator of a successful peer support program, as honest feedback fosters meaningful reflection and professional improvement (Cosh, 1999; O'Leary & Price, 2016). Feedback from peers helps teachers

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identify areas that need improvement and develop greater self-awareness of their teaching practice.

The findings showed that seven teachers felt confident in giving feedback and understood how to provide constructive comments to their peers. Six teachers were uncertain about their confidence and ability to give feedback, while one participant stated that he was not confident in his ability to provide feedback. In addition, eight teachers reported that their peers responded positively after receiving feedback, whereas six teachers were unable to identify their peers' emotional responses.

These findings suggest that some teachers still need support and adjustment in developing openness and confidence in giving and receiving feedback. Reluctance to provide honest feedback may reduce the quality of reflection and limit opportunities for professional growth. Further research is needed to explore how teachers deliver feedback, respond emotionally to feedback, and use feedback for improvement.

Table 6

Confidence in Giving and Receiving Feedback

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Confidence in giving feedback	Confident and know how to give feedback	7	Indicates readiness to provide constructive feedback
	Uncertain about giving feedback	6	Shows a lack of confidence or experience
	Not confident in giving feedback	1	Indicates discomfort in the feedback process
Peers' response to feedback	Peers stayed positive after feedback	8	Suggests supportive peer interaction
	Could not identify peers' emotions	6	Indicates uncertainty in interpreting peer responses

E. Reflection for Improvement

A successful peer support program encourages teachers to reflect on their teaching practice and identify effective teaching strategies. Reflection and self-awareness are essential for professional growth (Cosh, 1999; O'Leary & Price, 2016). After receiving feedback from peers, nine teachers reported that the feedback encouraged them to reflect on their teaching practice. They recognized their strengths, weaknesses, and areas that required improvement. Meanwhile, the remaining participants were uncertain whether the feedback led them to further reflection.

Teachers' reflections generally focused on three questions: what worked well, what did not work well, and what should be improved in future lessons (Sempowicz & Hudson, 2011). These findings suggest that reflective dialogue within peer observation can support teachers' pedagogical development and continuous improvement.

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Table 7

Reflection for Improvement

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Reflection after receiving feedback	Feedback encouraged teaching reflection	9	Indicates positive reflective practice
	Uncertain about reflecting afterward	5	Suggests limited engagement in reflective thinking
Focus of reflection	Strengths, weaknesses, and areas for improvement	—	Demonstrates reflective awareness for professional development

Obstacles in Participating in the Program

Most teachers did not report major difficulties in participating in the peer support program. Eight teachers reported no significant problems, while one participant identified tight scheduling as the main obstacle. The remaining five participants did not clearly mention whether they faced difficulties.

Scheduling was identified as a challenge because the program involved part-time teachers who only attended the center when they had teaching responsibilities. However, the questionnaire data did not provide detailed information about how teachers managed scheduling conflicts or what support they expected from the center. Further interviews are needed to investigate possible solutions to this issue.

Table 8

Obstacles in Participating in the Program

Aspect Evaluated	Response Category	Number of Teachers	Interpretation
Difficulties in participating	No significant problems	8	Indicates relatively smooth participation
	Tight schedule as an obstacle	1	Scheduling limited participation opportunities
	No response / unclear	5	Difficulties could not be identified
Main obstacle identified	Tight teaching schedules	—	Particularly relevant for part-time teachers

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CONCLUSIONS

This research examined teachers' perceptions of the peer observation program, the extent to which the program promoted teachers' self-awareness for professional development, and the challenges faced during its implementation. The findings indicate that the peer observation program was generally perceived positively for its contribution to teaching improvement and professional growth. Through feedback, constructive criticism, reflective discussion, and peer suggestions, teachers became more aware of their teaching strengths, weaknesses, and areas requiring improvement. Collaborative activities, such as lesson planning and post-observation discussion, also helped reduce teachers' anxiety about being observed and encouraged reflective teaching practice.

However, the findings also reveal several areas that require improvement to ensure the program's effectiveness and sustainability. Challenges such as scheduling conflicts, unclear procedures, limited confidence in giving and receiving feedback, and uncertainty about the program objectives affected teachers' participation and engagement. These findings highlight the importance of clear communication, structured observation procedures, and continuous institutional support in implementing a successful peer observation program. Therefore, the management needs to provide clearer guidelines, more systematic training, and effective follow-up procedures before and after observation activities to strengthen teachers' understanding and involvement in the program.

The study further suggests that peer observation should not be viewed as an evaluative or judgmental activity, but rather as a collaborative learning process that promotes mutual support and continuous professional growth. A supportive environment built on trust, constructive feedback, and reflective dialogue is essential for teachers to feel confident and open to professional learning.

Although this study relied on questionnaire data, which limited deeper exploration of teachers' experiences and problem-solving strategies, the findings still provide valuable insights into the implementation of peer observation programs in educational institutions. Future research using interviews or classroom-based investigations may offer a richer understanding of how teachers manage obstacles such as scheduling, feedback practices, and institutional expectations.

Overall, this research suggests that peer observation can serve as a meaningful vehicle for sustainable teacher professional development when supported by clear objectives, reflective practice, collegial trust, and strong institutional commitment. Ultimately, improving teachers' professional awareness and teaching practice is expected to contribute positively to students' learning experiences and outcomes.

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Authorship Contribution Statement:

Nanda Octavia conceptualized the study, developed the background and research problem, formulated the research questions, conducted the literature review, analyzed the data, drew the conclusions, did the final revision and editing.

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Wina Hartaty reviewed and edited the initial draft, wrote the abstract, collected the data, organized the dataset, and finalized the report layout.

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