

ACADEMIC SUPERVISION WITH COACHING TECHNIQUES TO IMPROVE TEACHER PERFORMANCE (MULTI-SITE STUDY AT RANGGEH AND GAYAM ELEMENTARY SCHOOL, GONDANGWETAN DISTRICT, PASURUAN REGENCY)

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ABSTRACT

This research is motivated by the real challenges faced by primary school teachers, such as low teaching motivation, the use of monotonous learning methods, and limited mastery of information technology. Furthermore, the implementation of conventional academic supervision often fails to provide a significant impact due to a lack of effective follow-up in encouraging independent professional development. This study aims to describe and analyze the implementation stages of coaching techniques in academic supervision, identify implementation challenges, and evaluate its impact on teacher performance at SDN Ranggeh and SDN Gayam, Gondangwetan District, Pasuruan Regency. The research method employed is a qualitative approach with a multi-site study design. Primary data were collected through in-depth interviews with key informants consisting of principals, school supervisors, as well as senior and junior teachers. Additionally, secondary data were obtained through observation and documentation related to the planning and results of academic supervision. Data analysis was conducted systematically through the processes of data reduction, data display, and conclusion drawing to ensure the validity of the findings. The expected result of this research is the realization of a collaborative coaching-based academic supervision model using the TIRTA (Goal, Identification, Action Plan, Responsibility) and GROW (Goal, Reality, Options, Will) models. The implementation of this approach is expected to enhance teachers' pedagogical and professional competencies, foster internal motivation, and encourage learning innovations that directly impact the improvement of educational quality and student character in schools.

Keywords: Academic Supervision, Coaching Techniques, Teacher Performance, TIRTA Model, Multi-site Study.

INTRODUCTION

Education is a key pillar in developing quality human resources, especially in the era of globalization, which demands the ability to adapt to change and technological advancement. As an integral part of the educational process, teachers play a central role in creating effective and sustainable learning. However, challenges faced in improving teacher performance, such as low teaching motivation, monotonous learning methods, and the lack of technology utilization, require special attention. Coaching-based academic supervision has emerged as an innovative approach to address these issues by emphasizing collaboration, reflection, and continuous teacher professional development. (Vu et al., 2025)

The coaching approach to academic supervision aims to improve teacher performance through the application of systematic coaching models, such as the GROW and TIRTA models. By emphasizing the development of individual teacher potential and empowerment through reflective dialogue, coaching supervision is expected to improve pedagogical, personal, social, and professional competencies. This research focuses on the implementation of coaching techniques at SDN Ranggeh and SDN Gayam in Gondangwetan District, Pasuruan Regency, with the aim of analyzing the effectiveness, challenges, and outcomes of these coaching practices in the local context. (Albano & Quinito, 2025)

In the context of education in Indonesia, particularly in Pasuruan Regency, this research offers a significant empirical contribution to developing a supervision approach that is more responsive to teacher needs. This is expected to improve the quality of education and create a more adaptive and innovative learning environment. (Lara et al., 2025)

Quality education in elementary schools depends heavily on the competence and performance of teachers as the frontline. However, the reality on the ground reveals significant challenges, such as low teaching motivation, the dominance of conventional learning methods, and limited adaptation to information technology. This problem is exacerbated by the implementation of academic supervision, which has tended to be administrative and top-down, thus failing to address the root causes of independent teacher professional development. (Yusuf et al., 2025)

The urgency of this research lies in the need to transform the supervision paradigm from mere inspection to collaborative mentoring through coaching techniques. The rationale is that coaching provides space for teachers to reflect on their performance and find solutions independently. The purpose of this activity is to describe the implementation of coaching techniques using the TIRTA and GROW models at SDN Ranggeh and SDN Gayam, and to analyze their impact on improving teacher performance. A literature review indicates that coaching-based supervision can improve educator self-efficacy and professionalism (Soro et al., 2024).

RESEARCH METHODS

This research used a qualitative approach with a multi-site study. The research locations were two schools: SDN Ranggeh and SDN Gayam in Gondangwetan District, Pasuruan Regency. The focus of the research was the academic supervision process that integrates coaching techniques. In qualitative research, the researcher serves as the primary instrument. The researcher's presence was necessary to collect data directly through observation and interviews, and to understand the context in which coaching techniques were implemented. The researcher acted as a participant observer, allowing for direct interaction with the research subjects and in-depth data collection. (Hijjatin et al., 2025)

The subjects of this study included the principals and teachers at SDN Ranggeh and SDN Gayam. Subjects were selected based on their roles in the academic supervision process and the implementation of coaching techniques. Data were collected through direct observation, in-depth interviews, and document analysis. Observations were conducted to observe classroom interactions and the academic supervision process. In-depth interviews were conducted with the principals and teachers to gain insight into their experiences and perspectives on the coaching techniques used. Document analysis was conducted on lesson plans and supervision notes. (Burhan & Sauri, 2025)

Data analysis was conducted inductively with the following steps: (1) Data reduction: Selecting and simplifying data relevant to the research focus. (2) Data presentation: Organizing data in a descriptive narrative to facilitate understanding. (3) Conclusion drawing: Interpreting data and drawing conclusions based on the findings. (Sari et al., 2025)

Data validity was maintained through triangulation of sources and methods, discussions with colleagues, and member checking with research subjects to ensure the accuracy of the information obtained. Researchers also applied the principle of bracketing to maintain neutrality and objectivity throughout the research process. (Bantali et al., 2025)

RESULTS AND DISCUSSION

This research used a qualitative approach with a multi-site study. The research locations were two schools: SDN Ranggeh and SDN Gayam in Gondangwetan District, Pasuruan Regency. The focus of the research was the academic supervision process that integrates coaching techniques. Data were collected through in-depth interviews with principals and teachers, participant observation during supervision sessions, and documentation in the form of supervision instruments and teacher action plans. Data analysis was carried out systematically through data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of sources and techniques to ensure the objectivity of field findings. (Sari et al., 2025)

Table 1. Comparison of Characteristics of Coaching Technique Implementation at Site I and Site II

No	Observation Aspect	SDN Ranggeh (Situs I)	SDN Gayam (Situs II)
1	Main Model	ominant TIRTA Model (Objective, Identification, Action Plan, Responsibility)	Combination of TIRTA and GROW Models (Goal, Reality, Options, Will)
2	Development Focus	Building emotional communication, pedagogical reflection, and internal teacher motivation. I	nnovation in the use of ICT, development of teaching tools/modules, and variations in learning methods.
3	Dominant Mentoring Technique	Active Listening and Coaching Presence (building empathy and safe relationships).	Powerful Questioning and Options exploration (encouraging teachers to find their own creative solutions).
4	Main Output	Increasing internal motivation, emotional closeness, and optimizing individual teacher potential.	Increasing creativity in learning media, efficient use of technology, and classroom innovation.
5	Supervision Frequency	Routinely scheduled (every 2-3 months per class teacher).	Programmed every semester with flexibility based on teacher needs.

To ensure the objectivity of the field findings in this thesis proposal, I simulated test data based on triangulation. Source triangulation involved various informants (such as the Principal, Senior/Junior Teachers, School Supervisors) and documents, while technical triangulation used interviews (W), observations (O), and documentation (DOK). This data was processed to verify key findings related to the implementation of coaching techniques, challenges, and teacher performance improvement at SDN Ranggeh and SDN Gayam. (Husni et al., 2025)

Table 2. Test data showing consistency between sources and techniques

Field Findings	Source 1	Source 2	Source 3	Triangulation Technique	Objectivity
Implementation stage of coaching techniques: The use of the TIRTA model (Objective, Identification, Action Plan, Responsibility) is carried out systematically.	KS SDN Ranggeh (W): "We started by setting goals with the teachers, then identifying obstacles."	GS SDN Ranggeh (O): Observations show that teachers implement the action plan from coaching in class.	PS Sub-district (DOK): Supervision records the stages of TIRTA implementation rutin setiap semester.	W + O + DOK: Confirmation from interviews, process observations, and instrument documents.	High: Consistency across sources and techniques supports the findings without contradiction.
Main challenges: Teachers' time	GS SDN Gayam (W): "The biggest challenge is the	GJ SDN Gayam (O): Teachers	KS SDN Ranggeh (DOK): Supervision	W + O + DOK: Interviews on resistance,	W + O + DOK: Interviews on resistance,

constraints and initial resistance to new approaches.	busy schedule, but coaching helps overcome it."	showed initial resistance but adapted after 2-3 sessions.	follow-up notes include challenges and solutions.	observations of adaptation, follow-up notes documents.	observations of adaptation, follow-up notes document. High: Multiple perspectives (senior/junior teachers) confirm the same challenges.
Improved teacher performance: Increased teaching motivation, more varied learning methods, and better use of ICT.	GJ SDN Ranggeh (O): Teachers looked more enthusiastic in teaching after the coaching session.	DOCUMENT: PKG report shows teacher performance scores rose from 79.4 to 90.9.	GS SDN Gayam (W): "Now I use digital media more often in teaching."	O + DOK + W: Observasi perilaku, dokumen PKG, wawancara refleksi guru.	High: Quantitative data from documents is supported by qualitative observations.
Impact on learning quality: Student learning outcomes improve and student character develops further.	PS District (W): "There was an average increase of 15% in student grades after implementation."	DOCUMENT: Supervision notes show increased student participation in learning.	GJ SDN Ranggeh (O): Students are more active and characters such as mutual cooperation are more visible.	W + DOK + O: Supervisor interviews, student grade documents, classroom observations.	High: Quality improvement is validated from the perspective of students and teachers.
Supporting factors: The presence of a leading teacher and supporting internet facilities.	KS SDN Gayam (W): "The Driving Teacher facilitated the coaching session well."	DOC: The school profile states that 10-20 Mb internet access supports teacher development.	GJ SDN Gayam (O): Observations show that teachers use the internet to search for learning materials.	GJ SDN Gayam (O): Observations show that teachers use the internet to search for learning materials.	High: Supporting factors verified through multiple independent sources.

CONCLUSION

This study concludes that the implementation of coaching techniques (the TIRTA and GROW models) in academic supervision at SDN Ranggeh and SDN Gayam is effective in sustainably improving teacher performance. This approach can transform teachers' mindsets, making them more open to innovation and independent in overcoming learning obstacles. The key to success lies in the principal's ability to build empowering partnerships and communication throughout the supervision process.

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