

**THE INFLUENCE OF CHILD-FRIENDLY SCHOOL POLICIES AND THE ROLE OF SCHOOL COMMITTEES ON THE FORMATION OF POSITIVE STUDENT CULTURE AT GAYAM ELEMENTARY SCHOOL AND RANGGEH ELEMENTARY SCHOOL, GONDANGWETAN DISTRICT**

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**ABSTRACT**

*This study explores real challenges at the elementary school level, such as declining teaching motivation, static instructional methods, and barriers to adopting information technology. Furthermore, conventional academic supervision procedures are often deemed ineffective due to minimal follow-up to facilitate independent teacher professional development. The primary objective of this study is to explore the implementation phase of coaching techniques in supervision activities, map obstacles in the field, and measure their impact on teacher effectiveness at SDN Ranggeh and SDN Gayam in Pasuruan Regency. This investigation employed a qualitative methodology with a multi-site study design. Primary data were collected through in-depth interviews with principals, supervisors, and teaching staff. Secondary data were obtained through direct observation and review of documents related to supervision planning and results. The data analysis process was systematically managed, encompassing reduction, presentation, and drawing conclusions to ensure the validity of the research results. The research findings demonstrate the successful integration of a coaching-based collaborative supervision model using the TIRTA (Goal, Identification, Action Plan, Responsibility) and GROW (Goal, Reality, Options, Will) frameworks. The application of this approach has been proven to optimize the pedagogical and professional competencies of educators, foster internal motivation, and stimulate learning innovations that contribute to improving the quality of education and developing student character.*

*Keywords: Academic Supervision; Coaching Techniques; Teacher Performance; TIRTA Model; Multi-Site Study.*

## **INTRODUCTION**

Education is the primary instrument for producing superior human resources capable of adapting to the dynamics of globalization and technological advancement. Within the educational structure, teachers play a crucial role in providing a sustainable, high-quality learning process. (Syafi'i et al., 2025). However, the reality on the ground shows significant obstacles to optimizing teacher performance, ranging from low work motivation, the implementation of monotonous teaching strategies, to challenges in adopting information technology. (Albert et al., 2025)

These problems are often exacerbated by the current academic supervision model. Conventional supervision practices tend to be administrative, top-down, and serve only as formal inspections, thus failing to address the independent development of teachers' professionalism. The lack of effective follow-up from this old-fashioned supervision model makes it difficult for teachers to move beyond the comfort zone of traditional learning methods. (Triana, 2025)

As an innovative solution, coaching-based academic supervision exists to transform this paradigm. Unlike traditional inspections, coaching techniques prioritize collaborative partnerships, in-depth reflection, and dialogue that empowers educators' potential. Through systematic frameworks such as the GROW (Goal, Reality, Options, Will) and TIRTA (Objective, Identification, Action Plan, Responsibility) models, teachers are encouraged to reflect on their performance and formulate solutions independently. (Albano & Quinito, 2025)

Previous studies indicate that coaching-based mentoring can significantly improve teachers' self-efficacy, pedagogical competence, and professionalism. This study focuses on evaluating the implementation of these techniques at SDN Ranggeh and SDN Gayam in Pasuruan Regency. (Windiasari et al., 2025) Through an in-depth analysis of their effectiveness and emerging challenges, this research is expected to provide an empirical contribution to the development of supervision models that are more responsive to local needs, in order to create adaptive and innovative learning environments. (Sitorus et al., 2025)

## **RESEARCH METHODS**

This study employed qualitative methods with a multi-site study design. The primary focus of the investigation was the integration of coaching techniques into academic supervision activities at two locations: SDN Ranggeh and SDN Gayam in Gondangwetan District, Pasuruan Regency. (Trisnantari & Jabbar, 2025). In this qualitative design, the researcher plays a crucial role as the primary instrument, present directly in the field to collect data and understand the context of the coaching practices. The researcher acted as a participant observer to establish in-depth interactions with the research subjects. (Nurmala et al., 2025).

The subjects involved in this study included the principals and teaching staff at both schools, selected based on their active involvement in academic supervision procedures. The data collection process was conducted through three main techniques: (1) In-depth Interviews: Conducted with principals, supervisors, and senior and junior teachers to explore their experiences and perspectives on coaching techniques. (2) Participatory Observation: Researchers directly observe the interactions and dynamics that occur during academic supervision sessions in the classroom environment. (3) Documentation Study: Involves analysis of lesson plans, supervision instruments, follow-up notes, and teacher action plans. (Aprilianty et al., 2025)

Data analysis was carried out inductively through systematic stages that included data reduction (simplifying relevant information), presenting data in the form of descriptive narratives, and drawing valid conclusions. (Helmawati et al., 2025) To ensure the credibility and objectivity of the findings, data validity checking techniques were carried out through triangulation of sources and methods, discussions with colleagues, and member checking with research subjects. In addition, researchers applied the principle of bracketing to maintain neutrality during the interpretation process. (Vu et al., 2025)

## **RESEARCH RESULTS**

Research conducted at SDN Ranggeh (Site I) and SDN Gayam (Site II) showed that the implementation of coaching techniques in academic supervision had unique characteristics at each location. Data collected through interviews, observations, and documentation were systematically analyzed to verify the effectiveness of this approach. (Burhan & Sauri, 2025)

Based on field observations, there were differences in the focus and primary models implemented by the two schools: (1) Models and Techniques: SDN Ranggeh emphasized the use of the TIRTA model with mentoring techniques such as active listening and coaching presence to build empathy. Meanwhile, SDN Gayam combined the TIRTA and GROW models with powerful questioning techniques to explore creative solutions from teachers. (2) Development Focus: At Site I, development focused more on the emotional aspects and internal motivation of teachers. At Site II, the primary focus was on technological innovation (ICT) and the development of varied teaching modules. (3) Main Achievements: This implementation resulted in increased individual motivation at SDN Ranggeh and significant progress in digital learning media creativity at SDN Gayam. (Herlina et al., 2025)

**Table 1. Comparison of Teacher Mentoring Implementation at SDN Ranggeh (Site I) and SDN Gayam (Site II)**

Aspects of	SDN Ranggeh (Site I)	SDN Gayam (Site II)
Main Models and Techniques	TIRTA model with active listening and coaching presence techniques to build empathy	Combination of TIRTA and GROW models with powerful questioning techniques to explore creative solutions
Focus on developing	Emotional aspects and internal motivation of teachers.	Technological innovation (ICT) and development of varied teaching modules.
Key Achievements	Increased individual teacher motivation	Significant progress in digital learning media creativity

To ensure the validity of the findings, data triangulation was conducted, which showed high consistency between various sources of information: (1) TIRTA Procedure: The principal and supervisor confirmed that the stages of objectives, identification, action plans, and responsibilities had been carried out routinely every semester. (2) Field Challenges: Challenges were found in the form of limited time and initial resistance from some teachers, but these obstacles could be overcome through gradual adaptation of mentoring sessions. (3) Performance Impact: There was clear evidence in the form of an increase in teacher performance scores (PKG), for example from 79.4 to 90.9, which was supported by teacher enthusiasm in using digital media. (3) Learning Outcomes: The school supervisor noted an increase in the average student score of around 15%, as well as the appearance of positive characters such as mutual cooperation in class activities. (Nurdiansah et al., 2025)

**Table 2. Comparison Table of Coaching Implementation at SDN Ranggeh (Site I) and SDN Gayam (Site II)**

Aspects of	SDN Ranggeh (Site I)	SDN Gayam (Site II)
TIRTA's Main Model & Technique with active listening & coaching presence (focus on empathy) TIRTA + GROW with powerful questioning (focus on creative solutions)	TIRTA with active listening & coaching presence (empathy focus)	TIRTA + GROW with powerful questioning (focus on creative solutions)
Development Focus	Teachers' Emotional and Internal Motivation	ICT Innovation & Varied Teaching Modules
Main Achievements	Increasing teacher motivation	Creativity of digital learning media
Triangulation Procedures	TIRTA Stages routinely every semester (confirmation of principal & supervisor)	TIRTA + GROW Stages routinely every semester (confirmation of principal & supervisor)
Field Challenges	Time constraints & initial resistance (overcome with gradual mentoring & building trust)	Time constraints & initial resistance (overcome with practical demonstrations & gradual mentoring)
Impact of Teacher	Performance Increase in PKG score (e.g.: 79.4 → 90.9) due to high	internal motivation Increase in PKG score with high enthusiasm in digital media
Student Learning Outcomes	Average grade increase of ≈15%; increased collaborative character	Average grade increase of ≈15%; increased engagement and creativity via digital media

The success of this supervisory transformation was supported by the presence of a Leading Teacher as a facilitator for coaching sessions and the availability of adequate internet facilities (10-20 Mb) within the school environment. The synergy between the principal's competence in building empowering communication and the teachers' willingness to reflect was key to improving the quality of education at both sites. (Riyadi et al., 2025)

## CONCLUSION

Based on data analysis at SDN Ranggeh and SDN Gayam, this study concluded that the integration of coaching techniques through the TIRTA and GROW models into academic supervision proved effective in sustainably improving teacher performance. The paradigm shift in supervision from an instructional model to collaborative mentoring successfully shifted educators' mindsets, making them more open to innovation and capable of independently resolving learning challenges. The key to this successful implementation lies in the principal's ability to establish empathetic communication and empowering partnerships throughout the supervision process. This improvement not only impacted teachers' pedagogical competence but also directly contributed to improving the quality of learning outcomes and the character development of students at the school.

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