

## **The Principal's Efforts in Implementing Coaching-Based Academic Supervision for Mobilizing Teachers**

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**Abstracts:** The aim of this research is to describe the coaching-based academic supervision model used by school principals to improve teacher's professional abilities. Apart from that, it is known how well the driving teacher instructors apply learning tips in coaching-based academic supervision in schools. It is an effort to improve the quality of teachers and maintain the quality of the process, which can be achieved by optimizing the role of the school principal as an academic supervisor. This research was conducted using a qualitative approach and the descriptive method with data collection techniques of observation, interviews, and documentation. This model aims to increase the competency of teachers in implementing coaching-based academic supervision activities using pre-supervision, supervision, and post-supervision stages in schools. The model developed and implemented in coaching-based supervision uses the GPAR (Goal, Problem Identification, Action Plans, and Responsibilities) model, namely goals, identification, action plans, and responsibilities, namely preparation for learning supervision and counselling management. A model developed with passion, independence, and teaching. With the help of learning guidance based on the GPAR Coaching model, it should be easier for school principals to communicate with driving teachers so that the teacher's possibilities in implementing learning activities can be explained well. This can be seen in the results of increasing initial supervision and final supervision scores, which show that the effectiveness between school principals and driving teachers is increasing. The main results of this research show that there are problems with academic supervision based on coaching for driving teachers and school principals, such as supervision by the principal and lack of follow-up by the principal. Additional assistance can help teachers improve their presentations.

**Keywords:** Academic Supervision, Coaching, Principal, Teacher's Mobilizer

### **A. Introduction**

Coaching in education is defined as a solution-oriented, results-oriented, and systematic collaborative process that promotes growth in work efficiency, teaching experience, and personal competence. Coaching is the development of skills and

knowledge so that performance increases to achieve a goal. Recent literature shows that coaching is an effective tool for developing leadership skills, improving well-being, and demonstrating the achievement of educational goals. Coaching can improve leadership style and increase managerial flexibility and problem-solving skills. Therefore, coaching is a tool to achieve change goals and improve performance to achieve achievable goals (Novitasari & Asbari, 2021).

The driving teacher's motivation is to learn to become a leader who holistically, actively, and proactively encourages student growth and development by training other educators to implement student-centered learning and is able to act as an agent of change, especially in terms of raising the student profile, namely the Pancasila student profile, in school circles (Sari, 2022). Because of this critical role, a driving teacher with such training must be able to meet role model requirements when learning from a self-paced curriculum (Jannati & Ramadhan, 2023).

The principal is a professional teacher whose job it is to direct the school, where the teaching and learning process takes place, or interactions between teachers and students. The school principal bears a huge responsibility to improve the quality of the school in the implementation of learning. The school principal must be able to manage all available resources so that learning is effective and efficient. The principal's duties include carrying out supervisory and control duties (Anjasan & Niswanto, 2016). Supervision is understood as administrative supervision and also control of work in the education sector, where administrative supervision refers to supervisory activities related to the development of administrative and institutional skills and competencies, while educational supervision is the supervision and control of educator's tasks and skills (Danial, 2022). As a teacher, a school principal who has professional qualifications and abilities as a teacher is able to lead his subordinates well. However, the problem in schools is that principals do not routinely supervise their subordinates but only take the lead in evaluating teacher performance (Zhahira, 2022).

Academic leadership is a set of activities aimed at helping teachers develop their ability to manage the learning process to achieve learning goals. Academic leadership cannot be separated from evaluating teacher performance in managing learning. Conceptually, academic supervision is a series of activities that help teachers develop their abilities in planning and directing learning to achieve learning goals. The aim of academic guidance is to help teachers develop their skills to meet student learning goals (Sijabat et al., 2022).

Based on the theory above, academic leadership is a planned activity that leads to school quality by helping teachers evaluate learning, which can improve learning outcomes. Academic guidance can improve teacher competence in the learning process because academic guidance is professional guidance or support given to teachers in a systematic cycle according to the teacher's needs. Teachers need

guidance when carrying out the learning process so that they can carry out the learning process in accordance with school standard provisions (Mundilestari, 2022). The efforts given to teachers in the context of school counseling are not informative or directive in nature, so improvements can be expected.

## **B. Methods**

The method used is direct observation by the principal of the driving teacher when carrying out coaching-based academic supervision. Observation is the activity of recording everything with an instrument and recording it for the purpose of scientific or other activities. Observation is one of the basics of all data collection methods in qualitative research, especially in the social sciences and the field of human behavior. Apart from that, it is said that perception is a collection of impressions around us based on all human sensory abilities (Hasanah, 2017).

In the interview method, researchers carry out interviews with school principals, carried out during pre-supervision, supervision, and post-supervision at agreed times. The interview technique used is the descriptive interview technique, meaning it is structured from start to finish. Starting from pre-supervision, that is, agreeing with the supervisee about what you want to observe and develop, this is done before the observation. Furthermore, when the implementation of supervision takes place, observations are made of the things to be supervised, noting down the things that are in accordance with competence and those that are not. And finally, when post-supervising, discuss the results of the observations, explore the supervisor's opinion first, and agree on a follow-up development plan (Yati et al., 2022).

### Coaching-Based Academic Supervision Activities (Pre-Supervision)

In this pre-supervision activity, the driving teacher makes a schedule to meet directly with the school principal at the specified time. Next, the driving teacher agrees with the supervisee about what he wants to observe and develop. And we will discuss this matter more clearly and in a more focused and detailed manner regarding the things we will carry out during supervision (Jefri, 2019).



**Figure 1.** Pre-Supervision

### Coaching-Based Academic Supervision Activities (Supervision)

Supervision is carried out in class 4 SDN and 1 Lubuk Seberuk. The principal observes the driving teacher during the learning process. Then make observations on the things that will be supervised, and then the principal notes things that are in accordance with competence and also notes things that are not in accordance with competence.



**Figure 2.** Supervision Activities



**Figure 3.** Supervision Activities



**Figure 4.** Supervision Activities

### Coaching-Based Academic Supervision Activities (Post-Supervision)

After completing supervision activities, discuss the results of observations, seek the supervisor's opinion first, and agree on further development plans. The results of coaching-based supervision assistance show that the principal and driving teachers feel comfortable, relaxed, and communicate well, so that activities run smoothly and the results are visible. By providing training- or coaching-based guidance, this has a direct impact on the results achieved by the driving teacher. Guide results improved compared to previous guides. With the guidance of the principal in the classroom, the competence of driving teachers can increase when carrying out learning.



**Figure 6. Post-Supervision**

In addition, it is very important for school leaders and driving teachers when carrying out coaching to look at the following, with the aim of improving teacher skills and efforts through:

1. Coaching implementation must be constructive and creative.
2. Coaching implementation must be based on actual circumstances and realities.
3. Implementation of Coaching must be easy and informal in practice.
4. The implementation of coaching must give teachers a sense of security and comfort.
5. Implementation of coaching must be based on a professional relationship, not a personal relationship between the principal and teachers.
6. Coaching implementation must always consider appearance, skills, attitude, and good ethics.
7. Implementation of coaching cannot be an authority.
8. Coaching implementation must not be wrong or outside the agreed-upon corridor.
9. When implementing coaching, don't be too quick to expect results, and don't be too disappointed or satisfied with the results achieved.
10. Training must also be preventive, corrective, and collaborative (Mardiyantun, 2022).

The researcher uses coaching-based supervision to ensure the accuracy of the research and hopes to make a greater contribution. To understand the phenomenon

that is occurring, we can see to what extent this coaching-based supervision research has been successfully implemented in schools by school principals.

### **C. Results and Discussion**

The steps that the researcher took were the first step in pre-supervision, spending 5–10 minutes setting goals for this supervision. Then ask this question to the principal to make supervision easier.

1. Which competency do you want me to help you develop?
2. Which part do you want me to observe later?
3. What is your own assessment of what will be developed?

In the second step, when supervision is underway, the principal makes observations and sits at the back of the class, or in a position that does not interfere with the supervision in the classroom. The school principal observes the course of supervision by recording things that are done in line with the competencies he wants to develop. Record things that are done and exceed the competencies developed. And then whatever things are done that are not in accordance with the competencies developed, the principal does it neutrally and uses an observational eye (Chaidir, 2021).

The third step is that the principal and the mobilization teacher spend 15–30 minutes discussing the results. The principal starts by asking questions: 1. How do you assess your performance in these competencies? Next, the principal recorded the answer from the driving teacher, “What made you think that way?” Then the principal said, “May I convey the results of my observations?” and continued by providing suggestions, input, and reinforcement from the supervision that has been carried out and providing follow-up to the driving teacher (Sitaasih, 2020).

The results of this research show that to get a task done in an activity and to achieve the expected goals with the help of coaching:

1. Make a training plan that will be carried out both individually and collectively.
2. Prepare the tools and equipment needed for training.
3. Monitoring, reviewing, and evaluating training results based on predetermined objectives to identify strengths and weaknesses as well as training results.
4. The study of teaching and learning situations identifies factors that influence the strengths and weaknesses of educational outcomes by examining the curriculum, tools and instruments, socio-physical learning environment, teacher personality, and student attendance.
5. Improve teaching and learning situations directly and indirectly (Astomo, 2018).

## D. Conclusions

The conclusion of this research is that coaching-based supervision is able to increase the competence of driving teachers in carrying out the learning process. When supervision is carried out, driving teachers feel safe, comfortable, and relaxed, and there is good communication with the school principal.

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