

Need Analysis of Academic Supervision Instruments Based on TIRTA Coaching Model in Improving Teachers' Performance

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Abstract: This study aims to analyze the development and implementation of an academic supervision instrument based on the TIRTA Coaching model to improve teacher performance at SD Negeri 3 Kasimpureng, Bulukumba Regency. The research employs a Research and Development (R&D) method following the Borg and Gall model, consisting of ten stages from needs analysis to dissemination. Data were collected through interviews, observations, questionnaires, and documentation, and were analyzed using normality tests, homogeneity tests, and paired sample t-tests. The results revealed that the existing conventional and administrative academic supervision practices were insufficient in enhancing teacher motivation and the quality of learning. The developed TIRTA Coaching-based supervision instrument received expert validation and successfully underwent limited trials and operational testing, yielding positive outcomes. Teachers reported increased involvement in the supervision process, improved teaching performance, and more reflective and differentiated learning practices. The novelty of this study lies in the development of a TIRTA Coaching-based academic supervision instrument, tailored to the context of basic education and particularly supporting the implementation of the Independent Curriculum. This study contributes an alternative, collaborative, systematic, and practical supervision tool aimed at enhancing teacher professionalism and improving the quality of education at the school level.

Keywords: Instrument Academic Supervision, Teachers' Performance, TIRTA Coaching Model

A. Introduction

21st-century education demands an approach that integrates academic abilities, life skills, and digital skills (Salmia et al., 2020). This highlights the role of teachers not only as educators but also as facilitators who empower students to reach their full potential. In addition to emphasizing academic achievement, life skills, and digital literacy, 21st-century education also prioritizes character education and the cultivation of noble morals. Through character education, the moral and ethical

standards of the Indonesian nation's future generations are expected to improve (Primayana, 2022).

Teacher competence plays a crucial role in determining the quality of education; however, teacher performance often remains suboptimal due to various challenges, including the lack of innovative and effective supervision (Nurul et al., 2022). To address this, it is essential to develop an academic supervision approach that can empower teachers to reach their full potential. Academic supervision involves a series of activities designed to help teachers enhance their skills in managing the learning process to achieve educational goals (Karwati, 2019). According to Sonia, (2022), the primary aim of academic supervision is to improve teacher professionalism in managing learning.

Teachers are essential human resources in schools and play a pivotal role in improving the quality of education. To maintain teacher quality, human resource management activities can employ various methods, including the implementation of both managerial and operational functions. Managerial functions include planning, organizing, implementing, and supervising (Putra et al., 2018), while operational functions encompass procurement, development, compensation, integration, and maintenance (Nurul et al., 2022). The implementation of these functions must be tailored to the specific conditions of each school. Procurement is typically not within the school's scope in public schools, as staff recruitment falls under government jurisdiction. Therefore, schools focus on other functions, particularly development, compensation, integration, and maintenance, which are essential for improving teacher quality, as teachers serve as agents of change within the school system.

Teaching is a profession that requires professional education to become a teacher (Lubis & Fadhli, 2024; Mansur & Mirrota, 2023; Salmia et al., 2020). According to Law No. 14 of 2005 concerning teachers and lecturers, Article 1, point 1 defines teachers as "professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal, basic, and secondary education." Professional teachers possess four competencies: pedagogical competence, personality competence, social competence, and professional competence, all of which are developed through professional education (Law of the Republic of Indonesia No. 14 of 2005, Article 10, point 1). A professional teacher is a valuable human resource, distinguished by characteristics such as (1) possessing expertise in their field, (2) demonstrating a strong sense of responsibility and commitment to their duties, and (3) fostering collegiality, upholding their professional ethics (Huriaty et al., 2022). To cultivate professional teachers, it is essential to engage in activities aimed at improving teacher quality. This can be achieved through various methods, such as development programs, coaching, compensation, and supervisory functions.

According to Karwati (2019), supervision involves overseeing academic activities, including the teaching and learning process, supervising teachers during instruction, monitoring students while they are learning, and managing the situations that affect them. In education, supervision plays a crucial role in addressing the fundamental needs of teachers, allowing them to develop their potential and become professional human resources in schools on an ongoing basis (Maesaroh & Martiyono, 2023). The implementation of supervisory activities in schools is the principal's responsibility, as one of the primary duties of a principal is to serve as a supervisor.

According to the International Coaching Federation (ICF), coaching is defined as a partnership with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential (Soro et al., 2024). In another sense, coaching is an approach for developing individuals or groups to achieve goals through reflection, self-awareness, and skill improvement. Coaching is categorized into four types: (1) coaching to support learning, (2) coaching for performance, (3) coaching to develop leadership, and (4) team and group coaching. In the field of education, coaching focuses on teacher professional development and improving the quality of learning. Based on these four categories, the researchers were motivated to select two categories for this study: coaching to support learning and coaching for performance.

The benefits of using a coaching approach include: (1) Empowerment - Coaching empowers individuals by encouraging them to take responsibility and autonomy in achieving their goals. Teachers receive support in managing their professional development, which motivates them to enhance the quality of their teaching. (2) Powerful Questions (Lolowang et al., 2024) - The coach's ability to ask in-depth questions stimulates critical thinking and self-reflection. These questions help teachers better understand their goals, explore solutions, and identify concrete steps to improve their performance. (3) Constructive Feedback - Coaches encourage teachers to recognize their strengths and identify areas for improvement by providing positive guidance to achieve their goals. (4) Action Planning - Action planning involves developing concrete, measurable plans to improve teaching practices, including setting specific goals, identifying action steps, and periodically evaluating progress (Hanik et al., 2024).

The TIRTA model is a coaching framework that focuses on professional development through a reflective and collaborative approach. This model emphasizes individual empowerment through systematic stages. TIRTA is an acronym for Objectives, Identification, Action Plan, and Responsibility, which describe the coaching process carried out in stages. The TIRTA coaching stages include: Objectives (T), which define the main goal to be achieved; Identification (I), which identifies problems, challenges, or needs; Action Plan (R), which outlines

concrete steps to achieve the goal; and Responsibility (TA), which assigns responsibility for implementing the plan (Setianingsih & Hanif, 2024).

Previous research on improving teacher performance through academic supervision has been frequently conducted, including a study by Setianingsih and Hanif (2024), published in the *Journal of Educational and Teaching Innovation*. This descriptive qualitative research used a phenomenological approach to gain a clear understanding of the application of the TIRTA Coaching model in enhancing the quality of learning in schools. The study's results indicate that academic supervision based on the TIRTA Coaching model can serve as an innovative strategy to improve the quality of learning. The academic supervision process, facilitated through guidance from the coach or principal to the coachee (teacher), follows the TIRTA conversation flow. This process helps teachers feel comfortable identifying their weaknesses and recognizing their potential, which can be maximized to improve the quality of learning in the classroom.

A similar study was conducted by Tanggulangan and Sihotang (2023), published in the *Tembusai Education Journal*. Their study explored the TIRTA Coaching model as an innovative approach to academic supervision aimed at improving the quality of education in schools. Through an in-depth literature review, the study highlighted the positive impact of the TIRTA Coaching model on teacher skill development, student motivation, and learning outcomes. It also provided valuable insights into the importance of implementing the TIRTA Coaching model as an effective strategy for enhancing the quality of learning in schools.

Research on academic supervision was also conducted by Hafid et al. (2024) and published in the *Scientific Journal of Education and Learning*. Their findings showed that the effective implementation of academic supervision could improve teacher performance at SD Negeri 2 Patas during Semester 1 of the 2018/2019 academic year. This improvement was demonstrated by the average teacher performance score before the study, which was 130.50, placing it in the moderate category. In the first cycle, the score increased to 150.13, placing it in the high category, and further improved in the second cycle to 167, placing it in the very high category. The research question posed is: To what extent is the TIRTA coaching model-based academic supervision instrument needed to improve teacher performance at SD Negeri 3 Kasimpureng, Bulukumba Regency?

B. Methods

The type of research used in this study is Research and Development (R&D). According to Borg and Gall (1983), research and development is a strategy for developing educational products through a process of development and validation. The product produced in this study is an academic supervision instrument for

teachers, designed to improve teacher performance in managing learning at SD Negeri 3 Kasimpureng, Bulukumba Regency.

This development model consists of 10 steps: (1) searching and collecting data (Research and Information Collecting), (2) planning (Planning), (3) developing the initial product form (Develop Preliminary Form of Product), (4) initial field testing (Preliminary Field Testing), (5) revision of the initial field trial results (Main Product Revision), (6) main field testing (Main Field Testing), (7) revision of the operational product (Operational Product Revision), (8) operational field testing (Operational Field Testing), (9) refinement of the final product (Final Product Revision), and (10) dissemination and implementation (Dissemination and Implementation). The respondents in this study were the principal and teachers, and the research was conducted at SD Negeri 3 Kasimpureng, Bulukumba Regency. Data were collected through interviews, observations, questionnaires, and documentation. The data were then analyzed using normality tests (Shapiro-Wilk), homogeneity tests (Levene), and paired samples t-tests.

C. Results and Discussion

This research and development project aimed to analyze the need for a new academic supervision instrument based on the TIRTA Coaching model to enhance teacher performance at Public Elementary School 3 Kasimpureng. Prior to this initiative, the existing supervision process was conventional and administrative, operating within a hierarchical, clinical supervision paradigm. It relied on one-way assessments from the principal, which often provoked teacher anxiety, resistance, and a lack of ownership over their professional growth. The supervision stages were limited to formal planning, implementation, observation, and minimal follow-up, lacking a coaching framework. This approach resulted in low teacher motivation and a learning environment that was not sufficiently student-centered, thereby hindering ongoing professional development. To address these issues, this study utilized the research and development (R&D) model by Borg and Gall (1983). The researchers followed the sequential steps of this model, as outlined in the accompanying table, to develop a new instrument. The resulting product description is designed to assist school principals in effectively planning, implementing, and improving teacher performance.

Table 1. Stage Research and Development

No	Stages	Findings
1.	Search and data collection	To assess the need for academic supervision, researchers conducted interviews and questionnaires. This needs analysis revealed a scarcity of relevant and effective supervision instruments. A subsequent literature review validated the TIRTA Coaching model as an effective framework for improving teacher performance, suggesting it as a viable solution.

No	Stages	Findings
2.	Planning product	To address the identified needs, a TIRTA-based supervision instrument was designed, featuring clear indicators, user-friendly formats, and step-by-step implementation guidelines aimed at enhancing teacher performance.
3.	Development design product	A prototype of the supervision instrument was developed and subsequently subjected to validation by three experts. This process assessed the instrument's suitability for its intended purpose, the clarity of its language, and its relevance to the needs of elementary school teachers.
4.	Trials field beginning	Initial trials involving three participants yielded positive feedback from both teachers and principals; however, the results indicated a need to refine the TIRTA Coaching instructions and structure to enhance their clarity and coherence.
5.	Revision product 1	The subsequent revisions streamlined the instrument by simplifying its language, incorporating more structured coaching guidelines, and refining its indicators to foster more productive teacher-supervisor interactions.
6.	Trials field main	In a trial with ten teachers, the instrument successfully increased teacher engagement and improved teaching performance. Nonetheless, the coaching aspect required enhancement to provide more effective support for differentiated learning.
7.	Revision product 2	The second product revision focused on reinforcing the TIRTA Coaching model by integrating strategies for differentiated learning and establishing more structured guidelines for teacher reflection.
8.	Trials field operational	A pilot implementation with 24 teachers confirmed that the instrument contributed to improvements in both teacher performance and learning quality. While the tool was praised for its interactive nature, several indicators required adjustment to enhance their contextual relevance.
9.	Revision product 1	This final revision incorporated contextual feedback, refined the clarity of the TIRTA process, and introduced comprehensive follow-up guidance to foster sustained teacher competency development.
10.	Dissemination	The finalized instrument was subsequently implemented through comprehensive training sessions for teachers and principals, equipping them with the necessary skills for its effective application.

As the first step in designing a relevant academic supervision instrument, a needs analysis was performed. The goal was to obtain a clear picture of the real conditions in the field, which was achieved by interviewing teachers and principals and reviewing supervision documents. These observations indicated that teacher performance fell into the "Sufficient" category, highlighting the need for improvement through the TIRTA Coaching model. By strengthening this coaching-based supervision, teacher performance can be improved across the board. This study explores these needs across five main aspects.

Understanding Academic Supervision

To understand perceptions of academic supervision for developing a TIRTA Coaching Model instrument, researchers conducted semi-structured interviews with two teachers and one principal at SD Negeri 3 Kasimpureng, an elementary school in Bulukumba Regency. The interviews explored their understanding, experiences, and expectations of the supervision process.

A fifth-grade teacher, SY, perceived academic supervision primarily as an oversight process to ensure lessons align with the curriculum. In an interview on May 5, 2024, she explained that her experience with supervision had been predominantly evaluative, focusing on administrative checks of documents like lesson plans (RPP). She stated, "Usually, they just check the documents and then give notes on any deficiencies. I want supervision that is more guiding, for example, discussing more engaging teaching methods."

A fifth-grade teacher expressed a desire for supervision that involves reflective dialogue to improve classroom strategies. Similarly, a second-grade teacher, SRN, viewed supervision as a tool for assessing performance and ensuring learning quality but found the current process too formal and lacking in developmental support. In an interview on May 5, 2024, she stated, "I feel assessed, not guided. If there were an approach like coaching, perhaps I would be more motivated to develop."

The interview results reveal that the second-grade teacher hopes for supervision that provides constructive feedback and innovative ideas to overcome teaching challenges. The principal, MAR, understands supervision as a process to improve teacher competency through observation, evaluation, and guidance. While he recognizes the need for a developmental approach, he acknowledges being hampered by time constraints and a lack of structured tools. In an interview on May 5, 2024, he stated, "We want supervision that helps teachers develop, but we need clear and practical tools, like the coaching model."

In addition to teacher preferences, the principal desires supervision instruments that are systematic, user-friendly, and designed to foster reflection and follow-up planning. This highlights a key finding from the interviews: despite a shared understanding of supervision as an evaluative and administrative task, there is a clear need for tools that support collaborative professional development.

Teachers report that supervision lacks practical solutions and in-depth guidance, while principals struggle to implement effective supervision due to limited time and resources. A coaching-based approach like the TIRTA model clearly addresses these needs. This tool provides a systematic framework to support reflective discussions

and encourage innovative teaching strategies, ultimately fostering more meaningful and effective improvements in teacher performance.

Teachers' Understanding of TIRTA Coaching Model

Semi-structured interviews were conducted with two teachers and one principal at an elementary school in Bulukumba Regency. The purpose was to assess their understanding of the TIRTA Coaching model as a foundation for developing academic supervision instruments, exploring their comprehension, experiences, and expectations for using the model to improve teacher performance.

A third-grade teacher, MR, initially understood the TIRTA Coaching model as a more interactive alternative to conventional supervision. She explained that it facilitates two-way discussions with supervisors to reflect on teaching practices. However, in an interview on May 7, 2024, she acknowledged her understanding was still preliminary, stating: "I heard that TIRTA is like training that makes us think about our own teaching methods, but I don't know the details yet." Although the third-grade teacher believed the approach had promise, she identified a need for more explicit procedural guidance. She hoped the TIRTA Coaching model would ultimately deliver practical solutions for challenges in the classroom, including the management of diverse learning styles.

The second-grade teacher perceived the TIRTA Coaching model as a mentoring process focused on self-development through reflection and feedback. Having participated in similar training, she found this approach more motivating than traditional evaluative supervision. In an interview on Wednesday, May 7, 2024, she explained, "Coaching is like having a discussion partner who helps us find better ways to teach, not just being assessed." However, she also emphasized that the model's success hinges on the supervisor's skill in facilitating productive discussions. Ultimately, she hopes TIRTA will be implemented with a systematic structure and support for learning innovation.

The principal perceives the TIRTA Coaching model as a modern approach to improving teacher performance through collaborative guidance, emphasizing reflection, follow-up, and motivation. However, in an interview on May 7, 2024, she noted, "TIRTA seems to make supervision more meaningful, but we need practical tools to implement it." She revealed that her staff is largely unfamiliar with coaching, indicating a collective understanding that is still at an early stage. While recognizing TIRTA's potential to create a more supportive and reflective supervision model than traditional evaluative approaches, she stressed that effective implementation will require clear training, a systematic structure, and practical tools.

Both teachers and principals agree that TIRTA Coaching must be grounded in practicality. Teachers expect it to provide innovative solutions, while principals emphasize the need for practical supervisory instruments. This analysis confirms that developing TIRTA Coaching-based instruments must prioritize clear steps, user-friendly design, and relevance to real-world classroom challenges to effectively meet the shared goal of improving teaching performance.

Teachers' Understanding of Performance

To establish a foundation for developing an academic supervision instrument based on the TIRTA Coaching model, researchers gathered data on teacher performance through semi-structured interviews. These interviews, held with two teachers and one principal in Bulukumba Regency, were designed to explore their understanding, perspectives, and expectations regarding supervision and performance.

A first-grade teacher defined teacher performance as the ability to plan, implement, and evaluate effective learning while fostering a conducive classroom atmosphere. She emphasized that true success is reflected in student engagement and the achievement of learning objectives. In an interview on May 7, 2024, HSN noted her view: "Teacher performance is not just about teaching, but also about how students understand and are enthusiastic." However, she expressed frustration that her performance was often assessed primarily on administrative documents like lesson plans, rather than on classroom dynamics. Consequently, she hoped that future supervision would offer a more holistic analysis of her teaching strengths and weaknesses.

Interviews with a fourth-grade teacher and a principal revealed a shared, multifaceted understanding of teacher performance, encompassing pedagogical skill, classroom management, instructional innovation, and a positive impact on student development. The teacher, SKW, defined good performance as the ability to "make students enthusiastic about learning and developing," while the principal, MAR, emphasized the importance of teachers "constantly learning and adapting to students' needs." Despite this alignment on what constitutes effective performance, both identified a significant gap in the current supervision process. They reported that it focuses predominantly on administrative evaluation and fails to provide the constructive feedback, discussion, and guidance necessary for professional growth. Consequently, both parties expressed a strong hope for a new supervisory instrument that is systematic, collaborative, and truly supportive of skill development.

While teachers seek reflective supervision that supports innovation, principals require a holistic and practical tool. This analysis confirms the need for a TIRTA-based coaching instrument designed to facilitate reflection, provide constructive

feedback, and develop strategies for overcoming real-world classroom challenges, thereby enabling effective and sustainable growth in teacher performance.

Teachers' Understanding of Positive Impact from Reflection Activity After Supervision

To develop a TIRTA Coaching-based academic supervision instrument, researchers assessed the impact of post-supervision reflection activities through semi-structured interviews with two teachers and one principal in Bulukumba Regency. These interviews explored their understanding, experiences, and expectations regarding how reflection contributes to teacher performance.

The first-grade teacher, RHM, understood post-supervision reflection as a chance for self-evaluation, stating it helped her identify strengths and weaknesses. As she noted on May 15, 2024, "When I reflect, I can see what went well and what needs improvement." However, she found the process often too informal. Similarly, the sixth-grade teacher, SA, viewed reflection as a motivational "mirror" for critical thought but complained about the lack of guidance from her supervisor. Consequently, both teachers hoped for a more structured approach—the first-grade teacher desired a focused guide, while the sixth-grade teacher called for collaborative discussions to inspire innovation.

The principal fully understood post-supervision reflections as an important tool for fostering teacher professional development. She believed that reflections help teachers formulate concrete follow-up plans and increase motivation to innovate. In an interview on Thursday, May 14, 2024, MAR stated: "Reflection makes teachers more aware of learning objectives and how to achieve them." However, the principal also acknowledged that the implementation of reflections is often hampered by time constraints and a lack of structured instruments. Mr. Farid expressed his hope for a systematic reflection guide during supervision to provide maximum support to teachers.

Interviews revealed that both teachers and the principal acknowledge the positive impacts of post-supervision reflections, citing increased self-awareness, motivation for improvement, and encouragement of innovative learning. However, the current reflective process is often unstructured, lacks clear guidance, and is constrained by time. While teachers expressed a desire for more guided and collaborative reflection, the principal emphasized the need for a systematic instrument. Consequently, this analysis highlights the necessity of developing a TIRTA-based coaching supervision instrument that integrates a structured reflection process, supports collaborative discussion, and provides practical guidance to help teachers formulate effective follow-up actions for the continuous improvement of their teaching performance.

According to Sonia (2022), academic supervision is a collaborative process designed to improve learning quality through guidance, evaluation, and professional development. Effective supervision extends beyond mere assessment to include constructive feedback and reflection, thereby encouraging continuous improvement. Supporting this view, Hanik et al. (2024) emphasize that supervision must be development-oriented rather than a form of administrative oversight to truly enhance teachers' pedagogical competence. This coaching approach, as outlined by Soro et al. (2024), fosters a collaborative relationship that facilitates teacher self-reflection and skill development. Unlike traditional supervision, coaching emphasizes dialogue, reflection, and shared solutions over one-way evaluation. The effectiveness of this method is illustrated by the experiences of teacher leaders in a national training forum (2023), who reported that coaching helped them identify weaknesses in their teaching practices and formulate targeted improvement strategies through focused discussions with mentors.

The TIRTA (Ask, Inspire, Reflect, Follow-up, Appreciate) model is a local coaching approach designed for the Indonesian educational context, particularly in elementary schools. According to Setianingsih and Hanif (2024), the TIRTA model emphasizes five stages: setting objectives, identifying challenges, creating an action plan, and determining responsibility for implementation. Their study demonstrates that this systematic and supportive approach is effective in increasing teacher engagement in supervision. Furthermore, the structured nature of TIRTA can improve teacher self-efficacy and the overall quality of learning.

According to Suarni's (2023) research, teacher performance encompasses four main dimensions: pedagogical (planning and implementing learning), professional (self-development through training), social (interacting with students and colleagues), and personality (demonstrating attitude and professional commitment). This is further elaborated in the proceedings of a national education seminar (2022), which states that high-quality teacher performance is characterized by the ability to create active, innovative, and student-centered learning environments, as well as to evaluate learning outcomes validly. Supporting this framework, the experience of teacher leaders in Bulukumba Regency (2024) demonstrated that their performance significantly improved after receiving coaching-based supervision. This approach encouraged critical reflection and concrete follow-up actions, such as designing project-based learning activities to increase student engagement.

The literature underscores the critical role of structured supervision instruments in ensuring consistency and effectiveness. As highlighted in the *Journal of Teacher Education* (2019), these instruments should feature clear indicators, coaching guidelines, and robust feedback mechanisms. Complementing this, the experiences of teacher leaders reveal that for an instrument to be effective, it must also be user-friendly, relevant to the local context, and designed to foster reflection and follow-

up. Further emphasizing development rigor, the proceedings of a regional education conference (2023) stressed that coaching-based models like TIRTA require validation by experts and pilot testing to guarantee their practicality and effectiveness. These proceedings also recommend that such instruments include specific guidance to help supervisors facilitate productive coaching discussions.

The Journal of Educational Management, Administration & Leadership (2020) identifies key challenges in coaching-based supervision, including time constraints, varying supervisor skills, and teacher resistance to change. Despite these hurdles, the potential opportunities such as significantly increasing teacher motivation and innovation are substantial. Supporting this view, the experiences of teacher leaders demonstrate that coaching, when supported by structured instruments, can overcome resistance by fostering trust between teachers and supervisors. This collective literature confirms that the TIRTA model, with its focus on reflection and follow-up, is well-positioned to address these challenges, provided it is underpinned by adequate training for supervisors.

This literature review concludes that coaching-based academic supervision, particularly through the TIRTA model, holds significant potential for improving teacher performance. Its collaborative, reflective, and structured approach offers a relevant framework for the Indonesian context, with stages explicitly designed to support professional development. The established dimensions of teacher performance – pedagogical, professional, social, and personality – provide a critical foundation for designing the supervision instruments. While challenges such as time constraints and varying supervisor skills exist, these can be mitigated through clear guidance and comprehensive training. The experiences of leading teachers reinforce these findings, confirming that structured coaching enhances motivation and innovation, especially when the supervision instrument is both locally tailored and rigorously validated.

The development of a TIRTA-based coaching supervision instrument must integrate clear performance indicators, systematic coaching guidance, and practical mechanisms for reflection and follow-up. To ensure its practicality and effectiveness in improving teacher performance, this instrument must then be piloted and validated at SD Negeri 3 Kasimpureng, Bulukumba Regency, leveraging insights from both the literature and the practical experiences of leading teachers.

Through interviews, classroom observations, and analysis of existing supervision documents, the needs analysis at SD Negeri 3 Kasimpureng in Bulukumba Regency identified a specific requirement for TIRTA-model instruments and effective mentoring strategies to strengthen teacher competency.

D. Conclusions

This study concludes that there is a pressing and well-defined need for a structured academic supervision instrument based on the TIRTA Coaching model to enhance teacher performance at SD Negeri 3 Kasimpureng, Bulukumba Regency. The key finding is that while both teachers and principals unanimously acknowledge the significant benefits of post-supervision reflection—*noting its role in fostering self-awareness, motivating improvement, and encouraging innovative teaching practices*—the current reflective process is fundamentally inadequate. It is characterized by a lack of structure, an absence of clear guidance, and severe time constraints, which collectively hinder its potential. This has created a clear divergence in expectations: teachers express a strong desire for a guided and collaborative reflective process, whereas the principal emphasizes the necessity of a standardized, systematic instrument. This analysis validates the critical need to develop a dedicated TIRTA-based supervision tool that directly addresses these gaps by integrating a structured reflective framework, facilitating collaborative dialogue, and providing practical, step-by-step guidance to empower teachers in formulating and executing effective follow-up actions for their professional growth. The primary practical implication of this research is the direct mandate to develop, pilot, and validate the proposed TIRTA-based coaching supervision instrument. For successful implementation, this instrument must be designed with user-friendliness and contextual relevance at its core, featuring clear performance indicators, step-by-step coaching protocols, and built-in mechanisms for reflection and follow-up planning. Furthermore, its deployment must be supported by adequate training for supervisors to equip them with the necessary facilitation skills to lead productive, coaching-oriented discussions. This approach promises to transform supervision from a perfunctory administrative exercise into a meaningful professional development dialogue, ultimately leading to sustained improvements in teaching quality and, consequently, student learning outcomes at the school. For future research, it is recommended that a longitudinal study be conducted to measure the instrument's tangible impact on teacher performance metrics over time following its implementation. Additionally, further investigation could explore the adaptability and effectiveness of this TIRTA-based instrument in diverse educational contexts across Indonesia, examining its utility in different school levels or regions with varying resource capacities. Finally, research could also focus on identifying the most effective training models for supervisors to maximize their competency in applying this coaching-based approach, ensuring the instrument's theoretical strengths are fully realized in practice.

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