

The Effectiveness of Coaching-Based Academic Supervision in Improving Teacher Performance

Arina Santi¹, Nurdiansari², Nur Khayati³, Ami Aulia⁴, Warman⁵
^{1,2,3,4,5} Mulawarman University

Article Info

Article history:

Received 20 12, 2023

Revised 12 12, 2023

Accepted 01 31, 2024

Keywords:

Academic supervision; Coaching;
Teacher performance; Professional
development; Pedagogical
competence; Collaborative
supervision

Keywords:

Supervisi akademik; Coaching;
Kinerja guru; Pengembangan
profesional; Kompetensi pedagogik;
Supervisi kolaboratif.

ABSTRACT

Academic supervision based on coaching is a professional development approach that emphasizes collaboration, reflection, and teacher empowerment in improving instructional performance. This article aims to analyze the effectiveness of coaching in academic supervision through a literature review of relevant theories and research. Using a narrative review method, studies from the last five years were examined to identify the fundamental concepts of coaching, its implementation within academic supervision, and its contributions to enhancing teacher competence. The findings indicate that coaching strengthens teachers' pedagogical, professional, and managerial competencies through dialogic processes that promote self-awareness, motivation, and problem-solving abilities. This approach is also more humanistic than traditional evaluative supervision models. However, its effectiveness is influenced by supervisor readiness, school culture, institutional support, and the sustainability of the mentoring process. This review concludes that coaching has significant potential as a supervisory strategy to meet modern educational demands for teacher professionalism. Practical implications include the need for coach training, continuous mentoring systems, and the integration of coaching into school supervision policies.

ABSTRAK

Supervisi akademik berbasis coaching merupakan pendekatan pengembangan profesional yang menekankan kolaborasi, refleksi, dan pemberdayaan guru dalam meningkatkan kinerja pembelajaran. Artikel ini bertujuan menganalisis efektivitas coaching dalam supervisi akademik melalui kajian pustaka terhadap berbagai penelitian dan teori yang relevan. Dengan menggunakan metode narrative review, sumber-sumber dari lima tahun terakhir dianalisis untuk mengidentifikasi konsep dasar coaching, implementasinya dalam supervisi akademik, serta kontribusinya terhadap peningkatan kompetensi guru. Hasil kajian menunjukkan bahwa coaching mampu memperkuat kompetensi pedagogik, profesional, dan manajerial guru melalui proses dialogis yang mendorong kesadaran diri, motivasi, dan kemampuan pemecahan masalah. Pendekatan ini juga terbukti lebih humanis dibandingkan supervisi tradisional yang bersifat evaluatif. Namun, efektivitas coaching sangat dipengaruhi oleh kesiapan supervisor, budaya sekolah, dukungan institusi, serta keberlanjutan proses pendampingan. Kajian ini menegaskan bahwa coaching berpotensi menjadi strategi supervisi yang relevan untuk menghadapi tuntutan profesionalisme guru pada era pendidikan modern. Implikasi praktis meliputi perlunya pelatihan coach, sistem pendampingan berkelanjutan, dan integrasi coaching dalam kebijakan supervisi sekolah.

Copyright © 2024 Arina Santi et. al

* Corresponding Author:

Arina Santi

Email: arina.santi90@gmail.com

INTRODUCTION

Improving the quality of education is highly dependent on teachers' competence in implementing effective learning, as teachers are the main actors who determine the success of the teaching and learning process in schools (Risdiyani, 2021). Teachers need appropriate professional development to be able to adapt to the demands of 21st-century learning. Therefore, academic supervision plays an important role as a mechanism for improving teacher performance. However, many studies show that traditional supervision is often evaluative and does not touch on the aspects of professional development that are truly important. This causes many teachers to feel that supervision has no real impact on their teaching practices.

In response to these weaknesses, the coaching approach has begun to develop and is seen as more relevant to supporting teachers' professional development. Coaching places teachers as partners in the coaching process, thereby fostering confidence to reflect on teaching practices (Gani et al., 2024a). This approach helps teachers see their potential more objectively through constructive dialogue. In addition, coaching enables teachers to understand learning problems in depth before formulating follow-up improvements (Setianingsih & Hanif, 2024). Due to its collaborative nature, coaching provides a safe space for teachers to develop without pressure.

Coaching focuses on strengthening teachers' capacity to make appropriate and independent pedagogical decisions. Teachers are encouraged to explore their own teaching practices so that the improvements they design are more relevant to the classroom context (Awiria et al., 2024). This approach provides teachers with the opportunity to find solutions that suit the characteristics of their students. Additionally, coaching encourages a culture of continuous reflection, which is crucial in modern learning (Tanggulungan & Sihotang, 2023). Thus, coaching serves as a transformative means of professional development.

Research in recent years shows that coaching has a positive effect on improving pedagogical competence and teaching quality. Teachers who receive coaching show an increase in consistency in applying active learning strategies (Parsinem, 2024). In addition, coaching has been proven to strengthen teachers' ability to manage classrooms and design student-centered learning (Jam'an et al., 2024). Other studies have also found that coaching can improve teachers' ability to integrate technology into learning (Nugraha et al., 2021). These findings reinforce that coaching is one of the most effective professional development models compared to traditional training.

In Indonesia, coaching has begun to be adopted in academic supervision practices as a more humanistic and productive form of guidance. Teacher competency improvement programs through a coaching approach have also been implemented in several regions with fairly positive results (Mardiyatun, 2021). However, its implementation has not been optimal because there are still schools that maintain an administrative supervision pattern. In addition, the readiness of school principals and supervisors in implementing coaching is also an important factor that affects the success of implementation (Yusrianti, 2023). Thus, an in-depth study of the effectiveness of coaching as an academic supervision strategy is needed.

Traditional supervision is often considered ineffective because it tends to be assessed rather than nurture. Teachers feel that supervision is only an administrative formality that does not contribute significantly to improving their teaching skills (Rogo et al., 2024). This contrasts with coaching, which emphasizes dialogue-based and reflective coaching. With the coaching approach, teachers are not only evaluated but also accompanied in developing their potential (Gani et al., 2024b). This makes coaching a more suitable approach for the professional development needs of today's teachers.

Coaching is conducted through structured conversations focused on identifying problems, exploring solutions, and planning collaborative actions. Through reflective dialogue, teachers are helped to understand their own mindsets and teaching practices (Nasir, 2023). This process encourages teachers to take responsibility for improving the

quality of learning. Coaching also facilitates teachers in developing metacognitive abilities, namely the ability to observe and evaluate their own thinking processes (Umabiinaton, 2024). Thus, coaching contributes to increasing teachers' professional awareness.

The coaching approach makes teachers feel more valued because they are actively involved in the coaching process. Teachers are no longer the objects of evaluation, but subjects who contribute to their own professional improvement. This increases teachers' motivation to continue learning and improving their teaching practices (Ritonga, 2024). A supportive supervisory environment also creates a sense of psychological security for teachers. This sense of security is important to encourage teachers to try new teaching strategies without fear of being blamed if mistakes occur.

Coaching has a significant impact on the quality of learning because it helps teachers implement more effective and innovative learning strategies. Studies show that teachers who receive coaching are better able to improve meaningful interactions with students (Susiani et al., 2024). They are also more skilled at designing learning activities that encourage higher-order thinking. This has a direct impact on increasing student engagement in learning. Thus, coaching not only strengthens teachers' competencies but also improves student learning outcomes.

From a psychological perspective, coaching plays a significant role in boosting teachers' self-confidence and emotional well-being. Teachers who receive coaching show greater resilience in facing learning challenges (Novitasari & Asbari, 2021). Coaching helps teachers understand that difficulties in teaching are not failures, but opportunities to learn. This is in line with the positive psychology approach that encourages individual strengths as the basis for self-development. Therefore, coaching is very relevant to be applied in schools in the context of increasingly complex work demands.

Supervisors who implement coaching must have certain professional competencies. They must be able to ask reflective questions, listen actively, and provide constructive feedback (Adhim, 2024a). Supervisors are also required to build collaborative relationships based on trust. Without these competencies, the coaching process will lose its effectiveness. Therefore, training supervisors in coaching techniques is an important component in the implementation of modern academic supervision.

Despite its many advantages, coaching still faces several challenges in practice. One of the obstacles that often arises is time constraints due to the high workload of supervisors (Soeharso et al., 2023). In addition, not all teachers are ready to accept coaching because they are still accustomed to traditional supervision patterns. Another obstacle is school culture that does not fully support collaborative practices. This situation highlights the need for a planned and sustainable coaching implementation strategy.

Coaching facilitates the transfer of theoretical knowledge into real actions in the classroom. Through a process of continuous reflection and evaluation, teachers are able to apply pedagogical knowledge appropriately to learning situations (Sipayung et al., 2024). Coaching also encourages teachers to develop relevant practical skills based on classroom observation results. Thus, coaching bridges the gap between professional theory and daily classroom practice. The impact is a more stable and measurable improvement in teacher competence.

A few recent publications state that coaching is an important pillar of academic supervision reform in schools. The paradigm shift from control to collaboration has made coaching increasingly important in teacher development policies (Tanggulungan & Sihotang, 2023). Coaching helps improve teacher professionalism through a mentoring process that not only assesses but also develops. Thus, coaching-based academic supervision offers a new model for more effective and future-oriented teacher development. Based on this, an in-depth study of coaching is crucial.

Based on these arguments, this study aims to comprehensively examine the concept of coaching-based academic supervision and its implications for teacher performance. The research was conducted through a literature study approach using a narrative review method that allows for the synthesis of findings from various relevant

studies (Dzakwan, 2024). The results of this study are expected to enrich the understanding of the effectiveness of coaching in academic supervision. In addition, these findings can be a reference for education policy makers in designing teacher development strategies. Thus, this study contributes to improving the quality of learning through strengthening teacher competencies.

LITERATURE REVIEW

The Concept of Academic Supervision in Education

Academic supervision is a professional development process that aims to improve the quality of teaching through systematic assistance to teachers. In practice, supervision serves to help teachers improve their lesson planning, teaching strategies, classroom management, and learning evaluation (H Nur Makhsun, 2020). Modern supervision emphasizes a more collaborative and reflective approach, which places teachers as partners in performance improvement efforts, not as objects of evaluation. This is in line with the development of 21st-century education, which requires teachers to have critical thinking skills, be adaptive, and be oriented towards student-centered learning. Several studies show that academic supervision not only has an impact on improving pedagogical skills but also influences teachers' professionalism, motivation, and self-confidence (Shandi, 2023). Thus, academic supervision is a key component in improving school quality that must be implemented with an approach that suits the needs of teachers and contemporary educational developments.

Coaching in Academic Supervision

Coaching in the context of education is a professional mentoring process that helps teachers develop pedagogical and professional competencies through reflective dialogue, observation, and constructive feedback. This approach differs from traditional supervision, which emphasizes assessment, because coaching is oriented towards empowerment and collaboration (Adhim, 2024b). Rahmi & Zeky, (2024) define coaching as a process to increase self-awareness, responsibility, and individual abilities in achieving specific goals through structured conversations. In academic supervision, coaching places teachers as the owners of the learning process so that they are more motivated to make continuous improvements. Recent research shows that coaching improves teachers' ability to manage classrooms, plan differentiated learning, and develop active learning strategies (Nawas et al., 2023). In addition, coaching strengthens the professional relationship between supervisors and teachers, creating a safe and supportive learning environment (Maulana, 2024). Thus, coaching is one of the most effective academic supervision approaches for improving the quality of learning.

The Impact of Coaching on Teacher Performance and Learning

Coaching has a significant impact on improving teacher performance, both pedagogically and psychologically. From a pedagogical perspective, coaching has been proven to improve teachers' ability to design more innovative, student-centered, and responsive learning (Sipayung et al., 2024). Teachers who receive coaching also show improvement in classroom management skills, use of formative assessment, and implementation of differentiated learning strategies (Santoso, 2024). From a psychological perspective, coaching helps improve teachers' self-efficacy, emotional resilience, and professional commitment (Asbari & Prasetya, 2021). This is important because teachers who have self-confidence and emotional well-being are better able to face learning challenges and curriculum changes. Several studies also show that coaching has a direct impact on the quality of student learning, as teachers who receive coaching are more consistent in applying effective and evidence-based pedagogy (Khanifah et al., 2024). Therefore, coaching not only develops teachers as individuals but also contributes to improving the overall quality of education.

Challenges in Implementing Coaching in Academic Supervision

Although coaching has many advantages, its implementation does not always run optimally. The main challenge often faced is the limited competence of supervisors,

because not all supervisors have the ability to ask reflective questions, provide constructive feedback, and build collaborative relationships (Adhim, 2024c). In addition, administrative burdens often become an obstacle because supervisors must divide their time between managerial tasks and the coaching process, thereby reducing the intensity of the mentoring (Suri, 2020). From the teachers' perspective, resistance to change can also arise because some teachers are more comfortable with traditional supervision approaches or feel anxious when asked to reflect on their teaching practices openly. Another challenge is a school culture that does not yet support collaborative practices, making it difficult to integrate coaching as part of teachers' professional routines (Hakim, 2024). Therefore, the success of coaching requires system support, increased supervisor capacity, and changes in school organizational culture so that coaching-based academic supervision can be effective and sustainable.

Coaching Models in Education

Various coaching models have been developed and adapted in the context of education. One of the most widely used models is *the Instructional Coaching Model* by Jim Knight, which emphasizes the cycle of identification, reflection, planning, and implementation (Lolowang et al., 2024). Another model is the *GROW Model* (Goal, Reality, Options, Will) developed by Whitmore, which facilitates structured conversations between supervisors and teachers (Fanani, 2022). Recent research shows that successful coaching models typically combine classroom observation, reflective conversations, and data-based feedback to ensure measurable improvements in teacher performance (Jam'an et al., 2024). In the context of Indonesian schools, collaborative and continuous coaching models are more effective than one-way instruction-based models. With so many models available, schools need to choose the coaching approach that best suits their needs, organizational culture, and supervisor capacity.

METHOD

This study uses a *library research* design with a *narrative review* approach, which allows researchers to comprehensively examine and synthesize various literature related to coaching-based academic supervision (Meyriza, 2024). This approach was chosen because the study did not collect field data but relied on conceptual analysis and published empirical findings to understand the phenomenon in depth. Literature sources were obtained from reputable national and international journals, scientific books, conference proceedings, and education policy documents published between 2015 and 2025. The literature was selected through databases such as Google Scholar, ERIC, SpringerLink, and SINTA with criteria relevant to the themes of coaching, academic supervision, and teacher professional development. In this way, all data sources used came from credible and up-to-date scientific material.

The data collection process was carried out in several stages, starting with a literature search based on specific keywords, followed by initial selection through reading titles and abstracts, and in-depth selection to ensure the suitability and relevance of the content to the research focus (Sukriah et al., 2024). Each selected piece of literature was then coded into specific themes such as the concept of coaching, supervision models, the impact of coaching on teacher performance, and implementation challenges. Data extraction was carried out to obtain important points such as research objectives, methods, findings, and recommendations. This data collection technique provided a systematic structure so that each piece of literature could be analyzed consistently and in depth.

Data analysis was performed using *content analysis* and *thematic analysis* techniques. In this process, researchers examined the content of each piece of literature to find patterns, similarities, and differences between various research findings. These findings were then synthesized into an integrated narrative to provide a complete picture of the effectiveness of coaching in academic supervision. The validity of the research was maintained by prioritizing primary literature, *cross-checking* findings, and selecting credible academic sources. Although this study did not conduct field observations, the results of the

literature review still made a significant contribution to understanding the development of coaching-based academic supervision theories and models and could serve as a basis for the formulation of teacher training policies and practices.

RESULTS AND DISCUSSION

The results of the literature review show that coaching-based academic supervision is a much more effective approach than the traditional supervision model that has been widely used in schools. The literature shows that the coaching approach is able to change the relationship pattern between supervisors and teachers from a hierarchical relationship to an equal partnership. In coaching, teachers are positioned as individuals who have the capacity and potential to develop, so that supervisors are present not to assess, but to facilitate teachers' professional growth. This paradigm shift has a significant impact on increasing teachers' confidence in reflecting on their teaching practices. In addition, coaching helps reduce teachers' anxiety about supervision because the process takes place in a supportive, collaborative, and non-judgmental atmosphere.

The study also found that coaching contributes significantly to strengthening teachers' pedagogical competencies. Through a process of reflective conversation, teachers are invited to analyze the learning strategies they use, evaluate their effectiveness, and consider alternatives for improvement. The literature mentions that teachers who receive regular coaching are better able to apply active learning, project-based learning, and instructional differentiation appropriately. In addition, coaching provides space for teachers to develop creativity in designing learning activities. Teachers are also trained to use classroom data as a basis for pedagogical decision-making, so that learning becomes more adaptive and responsive to student needs.

Beyond pedagogical improvement, coaching plays a major role in developing teachers' classroom management skills. Research findings show that teachers who are coached have better abilities in setting classroom rules, building positive discipline, and maintaining conducive learning interactions. This happens because coaching not only highlights the technical aspects of teaching but also helps teachers understand the psychological dynamics of students. Through a process of reflection, teachers are able to identify patterns of student behavior that hinder learning and design more appropriate approaches. Thus, coaching contributes to improving the quality of teacher-student relationships in the classroom.

The discussion also shows the positive impact of coaching on teachers' psychological aspects. Coaching strengthens teachers' self-efficacy and professional commitment through consistent and structured mentoring. Teachers who feel heard and valued during the coaching process tend to have stronger intrinsic motivation to improve their performance. In addition, the literature explains that coaching can help teachers manage stress and work pressure. Teachers who are accustomed to reflection sessions are better able to overcome learning challenges without feeling frustrated or stressed. This is particularly relevant in the current educational context, which requires teachers to adapt to rapid changes.

In terms of classroom implementation, coaching also has a significant impact on how teachers design their lesson plans. The coaching process encourages teachers to set clearer learning objectives, choose appropriate media and methods, and develop suitable assessment instruments. Teachers are trained to design student-centered learning, considering differences in academic abilities and learning styles. Ultimately, coaching makes the lesson planning process more mature, measurable, and oriented towards the optimal achievement of student competencies.

However, the literature review also reveals several obstacles to the implementation of coaching in academic supervision. The most frequently mentioned challenge is the lack of competence among supervisors in mastering coaching techniques. Many supervisors still practice a one-way instructional approach and are unable to apply reflective questioning, active listening, or non-judgmental feedback techniques. This competency barrier prevents

coaching from running optimally and causes it to resemble traditional supervision. In addition, supervisors' administrative workload often makes it difficult for them to provide sufficient time for the ideal coaching process.

Another obstacle stems from school culture. In some schools, the culture of supervision is still very bureaucratic, so teachers tend to view supervision as a performance appraisal process rather than professional development. This causes teachers to resist coaching because they perceive it as a form of covert evaluation. In addition, not all principals understand the difference between coaching and traditional supervision. As a result, internal school policies do not support the implementation of coaching to its fullest potential. These findings indicate that cultural change is essential for coaching to be effective.

The results of the study also confirm that the success of coaching is greatly influenced by the frequency and consistency of its implementation. Coaching is not a one-time activity but must be carried out continuously so that teachers can feel its long-term impact. The literature states that teachers need several coaching cycles before they can internalize reflective habits and develop new teaching strategies. Therefore, schools must provide special time and formal mechanisms so that coaching can be carried out in a scheduled and sustainable manner.

On the other hand, coaching has been proven to be more effective when combined with other coaching strategies such as mentoring, lesson study, classroom observation, and professional group discussions. This combination helps teachers gain a more comprehensive perspective on improving the quality of learning. Coaching provides personal reflection, while other strategies provide opportunities for collaborative learning and direct practice in the classroom. The integration of several coaching approaches optimizes teacher development, both in terms of technical skills and professional awareness.

Overall, the results and discussion of this study indicate that coaching-based academic supervision has great potential to improve teacher performance in pedagogical, psychological, and professional aspects. However, its success greatly depends on the readiness of supervisors, the support of school policies, and organizational culture change. Coaching will be more effective if accompanied by supervisor competency training, strengthened collaboration among teachers, and a structured and sustainable coaching system. Thus, coaching is not only a supervision strategy but also a foundation for professional teacher development to address future educational challenges.

CONCLUSION

This study concludes that coaching-based academic supervision is an effective professional development approach in improving teacher performance. The literature review shows that coaching can change the supervisory paradigm from an evaluative pattern that tends to be oppressive to a collaborative, supportive, and empowering pattern for teachers. Through reflective conversations, data-driven feedback, and partnership relationships, teachers become better able to recognize the strengths and weaknesses of their learning practices. As a result, teachers showed significant improvements in lesson planning, use of more innovative instructional strategies, classroom management, and the ability to conduct more accurate learning assessments. Thus, coaching has proven to be a relevant model for teacher development in facing the demands of 21st-century education.

In addition to influencing pedagogical competence, coaching also has a positive impact on teachers' psychological and professional aspects. Teachers involved in the coaching process consistently show an increase in self-efficacy, intrinsic motivation, and emotional resilience in facing learning challenges. Coaching creates a psychologically safe supervisory environment, allowing teachers to be open to constructive criticism and dare to experiment in learning. This strengthens teachers' professional commitment and encourages them to continue self-reflection. This psychological impact is crucial because

teacher performance is determined not only by technical skills but also by mental and emotional readiness in facing the ever-changing dynamics of education.

Despite its many advantages, the success of coaching is greatly influenced by the competence of supervisors, the school's organizational culture, and the consistency of its implementation. Challenges such as time constraints, a lack of understanding of coaching techniques, and a supervisory culture that is still bureaucratic can hinder the optimal implementation of coaching. Therefore, systematic efforts are needed to strengthen supervisor competency training, provide specific policies and time for coaching, and develop a collaborative school culture. With such support, coaching-based academic supervision can be implemented effectively and sustainably, thereby contributing to improving the quality of learning and education as a whole.

REFERENCES

- Adhim, F. (2024). *Supervisi dan Evaluasi Pembelajaran*.
- Asbari, M., & Prasetya, A. B. (2021). Managerial Coaching: Rahasia Membangun Kinerja, Komitmen Tim dan Modal Psikologis Guru. *Edumaspul-Jurnal Pendidikan*, 5(1), 490–506.
- Awiria, A., Jamaludin, U., Fathurrozi, A., Dalilah, E., Alfianto, F. D., & Salsabila, S. P. (2024). Intensive Micro Coaching Clinic: Membuka Kesadaran Fenomenologis Guru Sd Bekasi Dalam Mengoptimalkan Program Guru Penggerak. *Jurnal Abdimas Bina Bangsa*, 5(2), 1344–1356.
- Dzakwan, D. (2024). *Implementasi Supervisi Akademik Dengan Pendekatan Kolaborasi Dalam Meningkatkan Kompetensi Guru Mtsn 10 Jakarta Barat*. Institut PTIQ Jakarta.
- Fanani, Q. (2022). Efektifitas GROW Virtual Coaching Model: Peningkatan Kemampuan Mahasiswa Keperawatan Dalam Perencanaan Karir. *Jurnal KomtekInfo*, 1–5.
- Gani, R. H. A., Supratmi, N., Ernawati, T., & Wijaya, H. (2024). Pembinaan Guru Inspiratif: Pelatihan Supervisi Akademik Berorientasi Coaching dalam Program Pendidikan Guru Penggerak di Lombok Timur. *Jurnal Pengabdian Masyarakat Sultan Indonesia*, 1(1), 45–56.
- H Nur Makhsun, M. S. I. (2020). *Supervisi Akademik: Studi Peningkatan Kinerja Guru MI Dalam Pengembangan Bahan Ajar*. CV. Pilar Nusantara.
- Hakim, L. (2024). *Guru Profesional: Konsep, Strategi, dan Tantangan dalam Menghadapi Era Modern*. Penerbit Adab.
- Jam'an, M., Sofyan, A., Nidhom, M., & Harris, T. (2024). Manajemen Profesionalitas Guru Melalui Coaching. *Journal Educatione*, 1(3), 65–73.
- Khanifah, S., Dianti, W. R., Murniati, N. A. N., & Mursalina, S. A. (2024). Penerapan Teknik Coaching Model Tirta Dalam Supervisi Akademik Untuk Meningkatkan Kualitas Pembelajaran Di SDN 1 Gunem. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(3), 223–230.
- Lolowang, Y., Weol, W., & Mamahit, M. M. (2024). Penerapan Supervisi Akademik Berbasis Coaching Pada Guru Pak Di SMP Negei 1 Lolak Kabupaten Bolaang Mongondow. *Jurnal Ilmiah Wahana Pendidikan*, 10(19), 46–58.
- Mardiyatun, M. (2021). Implementasi Coaching Individual Untuk Peningkatan Kompetensi Profesional Guru Pendidikan Agama Islam Dalam Melaksanakan Penelitian Tindakan Kelas. *STRATEGY: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 1(1), 46–54.

- Maulana, O. (2024). Analisis Peran Supervisi Pendidikan Dalam Meningkatkan Profesionalitas Guru. *Jurnal Insan Cendekia*, 5(2), 14–26.
- Meyriza, B. N. (2024). Efektivitas Supervisi Akademik Dalam Meningkatkan Profesionalisme Guru. *Jurnal Kepengawasan, Supervisi Dan Manajerial (JKSM)*, 2(1), 22–27.
- Nasir, F. A. (2023). *Pendekatan Coaching Supermik Dalam Pembelajaran Berdiferensiasi*. Guepedia.
- Nawas, A., Sarjana, P., & Riau, U. (2023). Supervisi Akademik Berbasis Coaching Untuk Meningkatkan Kinerja Guru dalam Mengimplementasikan Pembelajaran Berdiferensiasi di SDN 014 Kempas Jaya Coaching-Based Academic Supervision to Improve Teacher Performance in Implementing Differentiation Learning at SDN 014 Kempas Jaya. *Jurnal Perspektif Pendidikan Dan Keguruan*, 14(1), 1–9.
- Novitasari, D., & Asbari, M. (2021). Leaders Coaching di Sekolah: Apa Perannya terhadap Kinerja Guru. *Edumaspul: Jurnal Pendidikan*, 5(1), 580–597.
- Nugraha, C. A., Kuswandi, D., & Praherdhiono, H. (2021). Meningkatkan Integrasi Teknologi dengan School Mentoring/Coaching. *Seminar Nasional Teknologi Pembelajaran*, 1, 538–551.
- Parsinem, P. (2024). Increasing Teacher Competency in Learning Innovation through Coaching-Based Learning Communities. *Jurnal Ilmiah Pendidikan Tut Wuri Handayani*, 14(1), 80–94.
- Rahmi, A., & Zeky, S. (2024). *Supervisi Pendidikan*. CV. Gita Lentera.
- Risdiany, H. (2021). Pengembangan Profesionalisme Guru Dalam Mewujudkan Kualitas Pendidikan di Indonesia. *Al-Hikmah (Jurnal Pendidikan Dan Pendidikan Agama Islam)*, 3(2), 194–202.
- Ritonga, J. S. (2024). Meningkatkan Kinerja Guru Profesional. *Analysis*, 2(2), 328–335.
- Rogo, I., Waruwu, M., & Enawaty, E. (2024). Supervisi Akademik: Strategi Untuk Meningkatkan Efektivitas Pembelajaran Di Kelas (Studi Kasus Di SMA Amkur Sungai Pinyuh). *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(03), 344–354.
- Santoso, T. B. (2024). Kompetensi Pedagogik Guru MI dalam Mengimplementasikan Kurikulum. *Jurnal Studi Pendidikan Dasar*, 2(1), 14–32.
- Setianingsih, E., & Hanif, M. U. H. (2024). Supervisi Akademik dengan Coaching Model Tirta untuk Meningkatkan Kualitas Pembelajaran di Sekolah. *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran*, 4(2), 60–70.
- Shandi, S. A. (2023). Supervisi Kolaboratif Untuk Meningkatkan Kompetensi Guru Pendidikan Jasmani. *Prosiding Seminar Nasional Pascasarjana*, 6(1), 721–725.
- Sipayung, R., Sitanggang, N., & Purba, S. (2024). *Model Manajemen Pelatihan Berbasis Regina Meningkatkan Kompetensi Pedagogik Guru*. Penerbit P4I.
- Soeharso, S. Y., SE, M., & Sulaksono, S. (2023). *Supervisor 4.0, Menjawab Tantangan Menjadi Supervisor di Era Digital: Menjawab Tantangan Menjadi Supervisor di Era Digital*. Penerbit Andi.
- Sukriah, Y., Sahara, N., Eriyanti, R. W., Huda, A. M., & Suprayitno, K. (2024). *Metodologi penelitian: Menguasai pemilihan dan penggunaan metode*. Penerbit Adab.
- Suri, D. R. (2020). Peran Supervisor dalam Pengawasan Manajerial dan Faktor-Faktor yang Memengaruhi Kinerja Tenaga Administrasi Sekolah. *Akademika: Jurnal Keagamaan Dan Pendidikan*, 16(2), 210–220.

- Susiani, A., Setiani, N., & Irma, A. (2024). Evaluasi Profesionalisme Guru Di Mas Darul Qur'an Pekanbaru: Dari Teori Ke Praktik. *Al-Hasib: Jurnal Manajemen Pendidikan Islam*, 1(1), 41–54.
- Tanggulungan, L., & Sihotang, H. (2023). Coaching Model Tirta dalam Supervisi Akademik: Strategi Inovatif untuk Meningkatkan Kualitas Pembelajaran di Sekolah. *Jurnal Pendidikan Tambusai*, 7(3), 31399–31407.
- Umabiinatun, U. (2024). Coaching and Mentoring untuk Meningkatkan Kompetensi Guru dalam Menerapkan Model Problem Based Learning (PBL) pada Muatan Pelajaran IPA Sekolah Dasar. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 147–156.
- Wahidah, S. (2024). Perbedaan Supervisi Tradisional dan Supervisi Kolaboratif Di Lingkungan Sekolah. *Jurnal Kepengawasan, Supervisi Dan Manajerial (JKSM)*, 2(3), 80–85.
- Yusrianti, S. (2023). Penerapan Teknik Coaching Dalam Meningkatkan Kompetensi Kepala Madrasah pada Supervisi Pendidikan. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 5(2), 104–120.