



Transformation of Principal's Academic Supervision Through Coaching to Improve Teacher Performance at SMP Negeri 10 Probolinggo

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Abstract: The study aimed to examine the transformation of academic supervision conducted by principals through coaching methods to improve teacher performance at SMP Negeri 10 Probolinggo. Academic supervision is crucial in ensuring the quality of teaching, and coaching, as a collaborative and reflective approach, offers an alternative to the more evaluative traditional supervision methods. With the implementation of coaching, principals can create a more supportive environment for teachers, to encourage professional development and reflection on teaching practices. This study used a qualitative approach with data collection through interviews, observations, and document analysis to explore how coaching is integrated in the academic supervision process and its impact on teacher performance. The findings show that coaching significantly increases teacher engagement, promotes reflective teaching practices and improves teacher performance in the classroom. The study also highlights the role of principals as facilitators in teachers' professional growth, suggesting that coaching-based supervision can be an important strategy in improving education quality.

Keywords: Academic Supervision, Coaching, Principal Leadership, Teacher Performance, Professional Development, Educational Quality.

Introduction

A central role in the learning process is the quality of education by teacher performance. At the junior high school level, principals have a huge responsibility, not only as administrative leaders, but also as academic supervisors who help develop teachers' competencies. Traditional approaches to academic supervision that focus on evaluation are often not effective enough to encourage optimal teacher performance improvement, but effective academic supervision should serve to improve the quality of learning.

Coaching has emerged as an alternative approach that is more collaborative and personalized. In the context of academic supervision, coaching focuses on empowering teachers through an open community, self-reflection and ongoing professional mentoring. The principal acts as a mentor who supports the development of teachers' competencies and motivation so that their potential will be optimized. The application of coaching allows academic supervision to be a more dynamic process, not only assessing but also helping teachers overcome challenges and achieve better learning goals.



Academic supervisions should be more than an evaluation activity; it should be an endeavor that promotes the improvement of teaching practices through professional guidance, as suggested by Glickman (2002). In this sense, coaching in education creates a supportive work environment, allowing teachers to grow through reflective and constructive feedback. Coaching also helps in the development of teachers' interpersonal and pedagogical skills, which in turn improves the quality of teaching and learning in the classroom.

Traditional academic supervision that is more evaluative in nature make suboptimal teacher performance is the main problem faced at SMP Negeri 10 Probolinggo. The lack of approaches that support in-depth professional development makes teachers feel that they do not receive the guidance they need to improve their teaching practices in the classroom. This results in learning stagnation and potentially lowers the quality of education students receive.

To overcome this problem, this study proposes the transformation of academic supervision through the application of coaching by the school principal and his/her team. By adopting a coaching approach, principals are expected to act as facilitators in teachers' professional development, provide support that focuses on skill development, provide empowering feedback, and assist teachers in identifying and solving problems they face in the teaching and learning process. Coaching approach is expected to change the dynamics of academic supervision from hierarchical to participatory and development-based.

The objectives of this study are to: (1) Analyze the forms of transformation of academic supervision through coaching that can be applied by the principals; (2) Evaluate the impact of coaching implementation on improving teacher performance; (3) Formulate a coaching-based academic supervision model that can be used as a reference for other schools to improve the quality of learning.

Principals, as instructional leaders, have a strategic role in ensuring the implementation of meaningful academic supervision, which in turn will affect the quality of learning in the classroom (Sergiovanni, 2009). Coaching is an approach that focuses on developing individual competencies through constructive guidance, with the aim of empowering teachers to be more reflective of their learning practices (Costa & Garmston, 2016). Coaching differs from traditional supervision methods that tend to be evaluative because coaching offers a more equal working relationship between principals and teachers, where both work together to find solutions to learning problems.

This method has been proven effective in encouraging teachers to improve and develop their teaching strategies on an ongoing basis (Knight, 2007). Through this research, academic supervision through coaching hoped that a more effective and applicable supervision model can be found in improving teacher performance, which in turn will contribute to improving the quality of education at SMP Negeri 10 Probolinggo.

Method

A qualitative approach was chosen and used in this study with the aim of exploring the transformation of academic supervision of the principal and his team through coaching in improving teacher performance at SMP Negeri 10 Probolinggo. The qualitative approach was chosen by the researcher with the aim of gaining an in-



depth understanding of the phenomena that occur in the field, as well as providing space to explore the perspectives, experiences, and dynamics experienced by principals and teachers in the process of academic supervision through coaching.

This study also uses a descriptive qualitative approach to describe in depth how coaching is applied in academic supervision by principals, and its impact on improving teacher performance. According to Creswell (2014), qualitative research aims to understand the meaning of complex social phenomena, so it is suitable for studying the supervision process that involves human interaction in an educational context.

In-depth interview techniques, observation and documentation studies were used to collect data in this study. In-depth interviews were conducted with principals and teachers at SMP Negeri 10 Probolinggo to understand their perspectives on the application of coaching in academic supervision. To provide freedom for respondents to express their views in depth, but still focused on the research topic, the interviews were semi-structured. Classroom and field observations were conducted to see first-hand how the coaching process in academic supervision is implemented in SMP Negeri 10 Probolinggo. The researcher observed the interaction between the principal, and the teachers during the academic supervision process as well as the teachers' response to the coaching method used. The documentation study involved collecting and analyzing documents such as supervision reports, coaching guides, and records of academic supervision results to obtain additional data on the implementation of academic supervision and its outcomes.

The data sources in this study came from two main groups, namely: (1) Research subjects consisting of the principal as supervisors and teachers as supervision participants at SMP Negeri 10 Probolinggo; (2) Supporting documents such as academic supervision reports, teacher performance evaluation results, and academic supervision guidelines used by SMP Negeri 10 Probolinggo.

Data analysis was carried out qualitatively through the stages of collection, reduction, presentation, and conclusion drawing. The analysis technique used the interactive model of Miles and Huberman (1994), which involved: (1) Data reduction, which is the process of summarizing and selecting relevant data from interviews, observations, and documents to focus on the main themes of the research; (2) Data presentation, where the data that has been reduced is arranged in descriptive narrative form to describe the main findings related to the application of academic supervision through coaching; (3) Conclusion drawing, which is done by looking at patterns and relationships between emerging data, so as to provide answers to research questions related to the transformation of academic supervision through coaching.

Triangulation as a data validation technique is also used in this research. Triangulation is a technique in research used to increase the validity and reliability of data by combining various sources, methods, or perspectives. Researchers can compare and confirm data obtained from various points of view so that the research results are stronger, more accurate, and free from bias by triangulating. To verify the consistency of findings, identify weaknesses in the data, and ensure that data interpretations are supported by more thorough evidence, The researchers allows triangulation. Some types of triangulation include: (1) Source triangulation, by using data sources, such as interviews from several different informants or documents, to see the consistency of the data; (2) The Method of triangulation, by using various data collection methods, such as



interviews, observations, and surveys; (3) Researcher triangulation, by involving more than one researcher to compare their data interpretations; (4) Theory triangulation, by using various theories to interpret the data, ensuring that one theory does not dominate the understanding of friends.

To increase the credibility of the research results, as suggested by Patton (2002), this study applying triangulation as a data validation technique, and by comparing information from various sources (interviews, observations and documents) to ensure the accuracy and consistency of findings.

Results and Discussion

Results

The results of this study indicate that the transformation of academic supervision through coaching method carried out by the Principal at SMP Negeri 10 Probolinggo has a significant impact in improving teacher performance. There is an increase in teacher performance through coaching where this research was conducted at SMP Negeri 10 Probolinggo with the aim of seeing how the transformation of academic supervision through coaching by the principal can improve teacher performance. Based on data obtained from interviews, observations, and documentation, the results show that coaching has a positive influence on teacher performance. The results from the interviews showed that 85% of the teachers in SMP Negeri 10 Probolinggo revealed that the coaching provided by the principal made them more confident in teaching and able to develop better teaching methods. Observations showed that teachers who received coaching were better able to manage the classroom and improve their interaction with students. And the results of documentation such as lesson plans and supervision notes show an improvement in the quality of lesson plans and regularity in their implementation after coaching.

Table 1: Data Tringulation Results

| Data Source | Key Findings |
|----------------|--|
| Interviews | 85% of teachers in SMP Negeri 10 Probolinggo find coaching helps improve their teaching methods |
| Observations | Principal of SMP Negeri 10 Probolinggo are actively involved in coaching and teachers show improvement |
| Documentations | There is an increase in the quality of lesson planning after coaching in SMP Negeri 10 Probolinggo. |

The role of the principal as coach is very important where the principal plays an active role in the coaching process, which aims to provide direct guidance to teachers in classroom management, lesson planning, and teaching methods. Most teachers felt that their relationship with the principal was better, and coaching provided a space for constructive feedback. A total of 85% of teachers in SMP Negeri 10 Probolinggo stated that the principal through coaching has helped them improve their teaching and build a more collaborative climate in the school.

Here are the results of data triangulation for validation of the research results are that for data validation, triangulation was carried out through three methods: interviews, observations and documentation. This triangulation technique was used to improve the accuracy of the research results and strengthen data validation.

The results from the three data sources showed consistency. Interviews provided insights from teachers, observations showed changes in direct teaching behaviors, and documentation recorded the progress seen in the planning and implementation of

teaching.

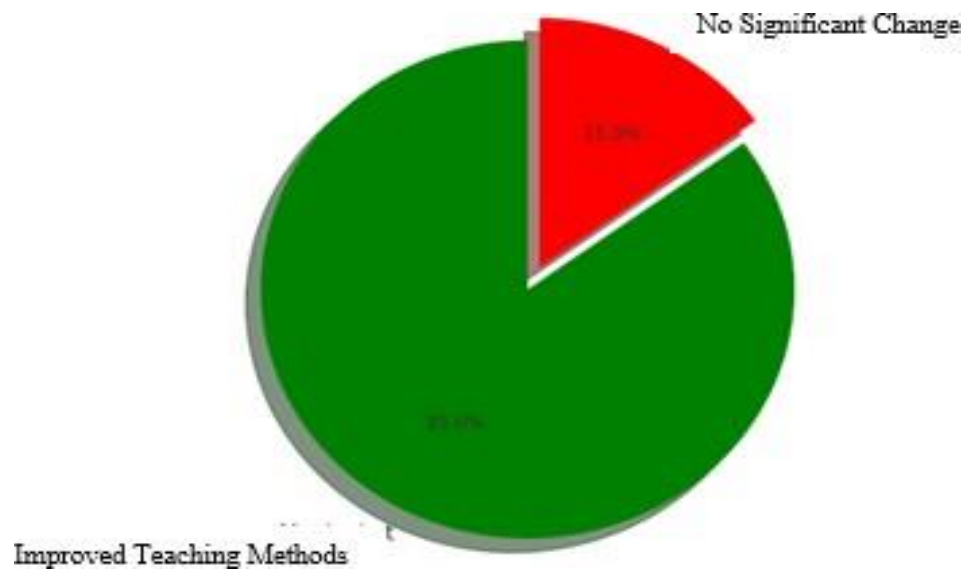


Figure 1: Percentage of Teachers who perceive the Benefits of Coaching

It can be seen that the coaching program has a significant impact on teacher performance from the table above, Before coaching, teachers tended to perform less than optimally, especially in terms of innovation in teaching and classroom management. However, after receiving coaching, there was a noticeable improvement, especially in the aspects of planning, classroom management, and the use of learning media.

The Comparison of teachers' perceptions of supervision, the results of interviews with teachers show differences in their perceptions of supervision by the principal and his team before and after the implementation of the coaching method. Before coaching, 60% of teachers in SMP Negeri 10 Probolinggo stated that the academic supervision conducted by the principal and his team was more evaluative and did not provide



concrete directions for improvement. Teachers felt that the supervision was a formality without continuous guidance. Meanwhile, after coaching, 85% of teachers at SMP Negeri 10 Probolinggo felt that the coaching approach by the principal was more collaborative and helped them improve their performance with more specific and applicable feedback. Teachers also felt more comfortable because the coaching was conducted in a more open atmosphere.

Lesson observations were conducted before and after the coaching program to see changes in the implementation of classroom teaching. Before the coaching program, the teacher seemed stiff in delivering the material, lacked variety in methods, and tended to use the lecture method. Students' activities in class were also limited, listening more than actively participating. However, after coaching, the teachers at SMP Negeri 10 Probolinggo were more willing to try new methods, such as group discussions, case studies, and simulations. Students are more actively involved in learning activities, and the class becomes more dynamic.

The following bar graph shows the comparison of teacher performance before and after the academic supervision through coaching program at SMP Negeri 10 Probolinggo. There is a significant improvement in every aspect of teacher performance, especially in terms of self-confidence and the use of learning media, which experienced the biggest spike after the coaching program.

Table 2: Comparison of Teacher Performance Before and After Coaching

| Aspects of Teacher Performance | Before Coaching | After Coaching |
|--------------------------------|--|---|
| Lesson Planning | Less structured, less innovation | More structured, innovative and in line with student needs |
| Classroom Management | Tend to be passive, lack of student engagement | More active, engaging students in discussions and learning activities |
| Material Delivery | Monotonous, lack of variety in methods | More varied, combining discussion and practicum methods |
| Teaching Confidence | Indecisive, lacking confidence | More confident in teaching and giving feedback |
| Use of Learning Media | Limited to traditional tools | More creative, utilizing technology such as presentations and videos |
| Feedback and Evaluation | Less directed and inconsistent | More focused, continuous evaluation |

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Comparing teachers' perceptions of supervision, the results of interviews with teachers showed differences in their perceptions of principal academic supervision through coaching before and after the implementation of the coaching method. Before coaching, 60% of teachers stated that academic supervision conducted by principals was more evaluative and did not provide concrete directions for improvement. Teachers felt

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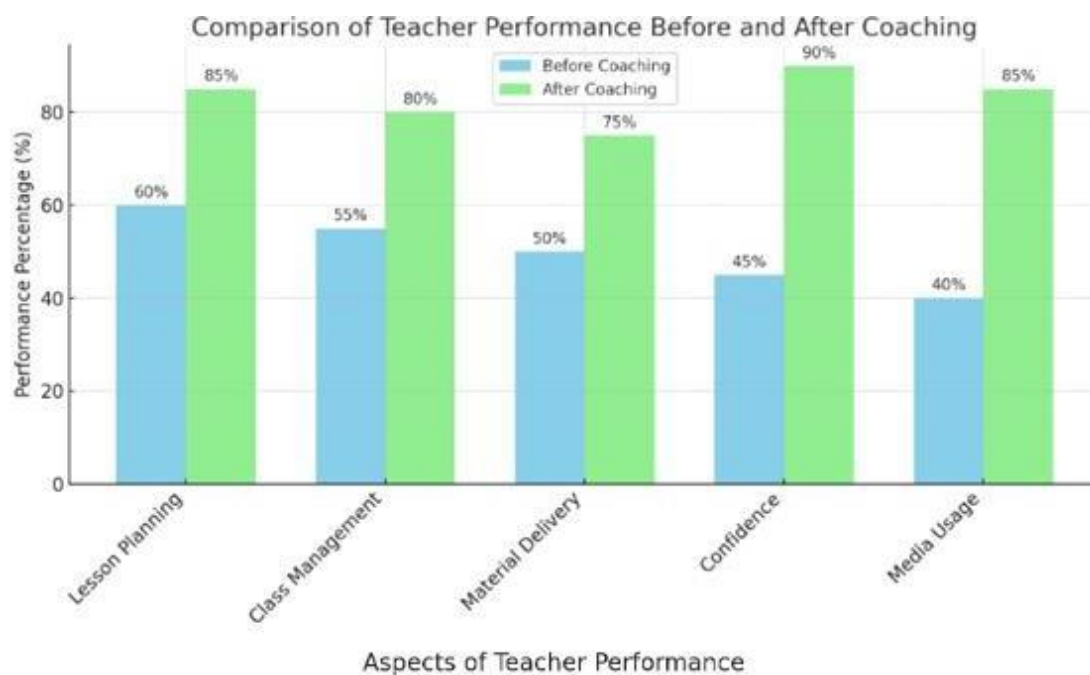


Figure 2: Percentage of Teachers who Benefit from Coaching

The validation through data triangulation shows that the results of interviews, observations, and documentation are consistent. From the interviews, the teachers in SMP Negeri 10 Probolinggo felt that there were significant changes in the way they teach and manage the classroom after coaching. They also mentioned an increase in confidence and creativity in learning. Meanwhile, the observation results show that the changes are clearly visible in the way of teachers teach, where they are more active and



innovative. Classroom management became more interactive, and students were more engaged in learning activities. And the documentation results show that lesson plans or Teaching Modules that previously seemed monotonous became more creative and adapted to the needs of students. In addition, there is an increase in the frequency of technology use in learning at SMP Negeri 10 Probolinggo.

Discussion

The differences between before and after supervision through coaching shows a significant improvement in performance in various aspects. Coaching has proven to have a very positive impact on improving lesson planning where teachers at SMP Negeri 10 Probolinggo are more structured and creative in preparing lesson plans, which previously only met the minimum standards. The improvement in classroom management skills is also seen, classroom management becomes more interactive which previously tended to be monotonous and teacher-centered. Coaching builds teachers' confidence, especially in exploring new and more varied learning methods. The use of technology is also more open where many teachers in SMP Negeri 10 Probolinggo use technology in learning, which was previously limited to traditional tools only.

The results of the data triangulation reinforce these findings, providing confidence that the coaching program implemented by the principal at SMP Negeri 10 Probolinggo is an appropriate and effective approach in the transformation of academic supervision to improve teacher performance. The program not only serves as a tool to improve teachers' professional competence, but can also able to create a more positive collaborative culture at SMP Negeri 10 Probolinggo, where teachers feel more supported and motivated to continue developing themselves. Coaching provides a space for teachers to actively receive relevant and specific guidance from the principal and his team, so that they can improve areas that need improvement in their performance.

The use of triangulation in the data validation also gives strength to the results of this study. Data from multiple sources (interviews, observations and documentation) provide a more comprehensive picture of the impact of coaching on teacher performance. The findings also emphasize the importance of the principal's role in creating a collaborative and supportive learning climate in schools.

The transformation of academic supervision through coaching by the principals of SMP Negeri 10 Probolinggo shows positive results in improving teacher performance in the short term only, but the long-term impact of coaching should also be taken into account, as it has the potential to produce more profound and sustainable changes. It also creates a sustainable learning pattern. With coaching teachers become accustomed to self-reflection, receiving feedback, and looking for ways to improve their skills continuously. The long-term impact of this is that teachers will get into the habit of refining and improving their teaching methods.

Teachers will also get into the habit of refining and improving their teaching methods independently, without having to wait for evaluation from the principal. It will even improve the consistency of learning quality in schools as coaching encourages teachers to think critically and be more innovative in developing teaching materials and methods.



A collaborative and communicative culture will also always be felt, one of the results of which is the establishment of more open communication between the teachers and the principal. Coaching can also create a collaborative work culture in the school environment, where every teacher and educational leader will feel comfortable to share ideas and discuss improvements and performance in teaching and learning activities. This will form a professional learning community (PLC) in the school. PLCs will enable teachers to exchange experiences and best practices in teaching, making competency improvement a continuous process. In addition, the long-term impact will also increase teachers' job satisfaction as they feel more valued and supported in their professional development, ultimately reducing burnout rates and increasing teacher retention.

To improve teaching quality due to coaching directly impacts on improved student learning outcomes. When teachers are confident, skillful and creative in teaching, students will find it easier to understand the material and actively participate in the learning process. In the future, there will be an increase in students' academic performance because they will get better quality teaching. Likewise, there will be an increase in students' critical and collaborative thinking skills because teachers who receive coaching tend to use learning methods that are more interactive and challenging for students.

Coaching will also encourage teachers to develop their leadership skills. This is because coaching can prepare potential teachers to lead in the future, whether as principal, school supervisor, or vice principal in charge of the school curriculum. An increase in the number of teachers who are ready to become leaders in schools, thus creating quality leadership regeneration. A more equitable distribution of leadership within the school, where the responsibility for improving the quality of education does not only rest with the principal but also with teachers who have coaching experience.

The long-term impact of coaching-based academic supervision will also lead to teacher independence in managing professional development. As one of the main objectives of coaching is to enable teachers to identify their areas of development and take appropriate action to improve. This will also create teachers who are independent in managing their professional development. Teachers will also be more proactive in seeking additional training, developing the curriculum or utilizing new technologies in the learning process. Reduced reliance on formal evaluations from the principal, as teachers become accustomed to self-reflection and self-evaluation learned through coaching.

With coaching, the effectiveness of sustainable academic supervision is enhanced, because with coaching as an integral part of academic supervision, principal also benefit in the long run, as the supervision process becomes more effective and focuses on the long-term development of teachers, not just periodic evaluations. Efficiency in academic supervision also occurs because principal can focus more on developing the overall quality of education, rather than just providing corrective feedback. Coaching also provides an opportunity for immediate and continuous improvement because supervision is more meaningful and results-oriented.

The transformation of academic supervision through coaching will result in consistent teaching quality, a collaborative work culture and continued professional independence for teachers. Coaching also provides a foundation for teachers to continue



in developing, improving the quality of education and having a direct impact on student learning outcomes. This impact also makes academic supervision more effective, focusing on long-term development, which in turn improves the overall quality of education in the school.

There are several other implementation recommendations can be made to strengthen and expand the positive impact of this program. These recommendations are not only for the principal and teachers in SMP Negeri 10 Probolinggo, but also for other education stakeholders.

Integrate coaching with teacher professional development programs such as competency-based training, pedagogical workshops and educational technology training. By combining coaching with formal training, teachers will be better equipped with teaching skills and the latest technology and innovations in teaching and learning. Training programs can be designed based on teachers' specific needs identified through coaching, so that they are more targeted. School's principal and education offices can work together to provide further training modules that support the coaching results, such as training on the use of Learning Management Systems (LMS) or other digital learning media.

Peer-coaching among teachers can also be an effective alternative because it involves teachers giving feedback to each other equally, so they can learn from each other in a more open and collaborative atmosphere. This will also enable faster performance improvement and create a culture of mutual support among teachers. Principal can form peer-coaching teams among teachers with different expertise backgrounds to exchange best practices. Establish a regular peer-coaching schedule where teachers observe each other and give immediate feedback in a more formal but focused context.

Technology can also be a useful tool in strengthening the coaching process. The using of digital platforms such as learning apps, video conferencing and online classroom management can support coaching and provide flexibility in providing feedback, recording performance, and organizing meetings between teachers and principals. Implementing e-coaching platforms to facilitate remote communication between principals and teachers, especially for schools with limited face-to-face meeting time. Using video recording during the classroom teaching and learning process to provide more detailed and real data-based feedback to teachers.

Other program such as a mentoring program for new teachers can also be implemented, because by assisting from senior teachers who have received coaching, new teachers will adapt more easily to the school environment and develop their professional skills more quickly. Principals can appoint senior teachers who have gone through the coaching program to be mentors for new teachers, ensuring that their adaptation and skill development process runs smoothly. Mentoring can be informal but structured, with regular meetings and periodic evaluations of the new teachers' progress.

Rewarding programs for outstanding teachers aim to motivate teachers to continue developing their performance. Schools can also design a reward program that gives appreciation to outstanding teachers who show significant performance improvement after receiving coaching. This can take the form of formal recognition, opportunities for further training or other incentives. Principal can develop a coaching- based performance appraisal system to reward teachers who improve their performance.

Rewards or incentives can also take the form of career development opportunities, such as including the teacher in educational conferences or further training outside the school.

An other program for long term impact is involving the parents and the community in the learning process to strengthens the impact of coaching. Parents can play a role in providing support to students at home, while the community can provide resources and



wider learning opportunities for students. Coached teachers can be trained to develop partnership programs with parents and communities, such as parenting workshops that support learning at home. Schools can also organize the collaborative activities with the community, such as learning outside the classroom or collaborative projects that provide opportunities for students to learn from real experiences.

Data-based supervision for monitoring teacher performance can also be applied in addition to the coaching program. Where the data-based supervision is monitored more objectively using clear performance indicators. This allows principal to provide more accurate and measurable feedback based on teachers' progress records by using assessment rubrics that include measurable performance indicators such as attendance, use of innovative learning methods, or student engagement. Implement a digital performance appraisal system where the principal can monitor each teacher's progress in real-time, facilitating the ongoing coaching process.

Training principals as professional coaches to make coaching more empowering and professional. Principals need to be trained to become professional coaches because with good coaching skills, they will be able to guide teachers more effectively and build more productive relationships. The education department can provide specialized coaching training for school principals, where they are trained in coaching-based academic supervision skills.

Periodic evaluation of the coaching program to ensure its effectiveness and see whether it is still relevant to the development of school conditions and teacher performance also can applied. The evaluation can be done through the teachers satisfaction surveys, the students learning outcomes, and the development of other performance indicators. Principal can work with an independent evaluation team to conduct periodic reviews of the coaching implementation. Teacher performance and student satisfaction surveys can also be used to assess the success of the coaching program and find areas for improvement.

The coaching program can be adopted and implemented in other schools. The education department can facilitate the coaching program as part of academic supervision at the district or provincial level. The recommended implementation is for the education office to form a team of national coaches to train principals and teachers in other schools. The coaching program can also be made a mandatory policy in academic supervision to improve the quality of education in various schools.

The purpose of recommending the implementation of coaching programs, whether coaching-based academic supervision, peer coaching, or otherwise, mentoring, or coaching for parents and others is to expand the positive impact of coaching in improving teacher performance. By integrating coaching with professional development, peer coaching, mentoring, and data-driven supervision, schools can create a more collaborative, innovative, and sustainable learning ecosystem. Through these strategies, principals, teachers, education department and stakeholders can jointly sustainably improve the quality of education.

Conclusion

The conclusion of the results of research that has been conducted with the title “Transformation of Principal Academic Supervision through Coaching to Improve Teacher Performance at SMP Negeri 10 Probolinggo”, The researcher can conclude that the application of the coaching model as a method of academic supervision has a significant impact on improving teacher performance. The coaching program allows



principals to provide more personalized and specific guidance so that teachers can identify their strengths, and their weaknesses in teaching and make continuous improvements.

Some of the key findings of this study include improved teacher performance. Teachers involved in the coaching program showed improvements in lesson planning, implementation of more innovative teaching methods, and more effective classroom management. This was evidenced by consistently improved classroom observation scores after the coaching program. Better student engagement, with improved teacher performance in the teaching process directly impacts on improved student engagement. Students become more active participants in learning activities and show better learning outcomes, which are reflected in improved test scores and class participation rates. Teacher professional growth, because in addition to improve the teaching performance, the coaching program also contributes to teacher professional development. Teachers become more reflective in their practice and more open to innovation and continuous learning through active participation in training and workshops.

Thus, the transformation of academic supervision through coaching is proven to be an effective approach to improving teacher performance. The recommendation from this study is that the coaching program needs to be continuously developed and accompanied by continuous evaluation so that its positive impact can be sustained in the long term, as well as encourage more comprehensively improvements in the quality of teaching in SMP Negeri 10 Probolinggo.

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