

IMPLEMENTATION OF ACADEMIC SUPERVISION COACHING IN IMPROVING TEACHER PERFORMANCE

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ABSTRACT

This research aims to determine (1) the implementation of academic supervision coaching in accommodating teacher problems and helping teachers to find new formulas in learning, (2) evaluation of the implementation of academic supervision coaching in improving teacher performance at UPT SMPN 2 Pringsewu. This type of research uses descriptive qualitative with a case study research design focused on the TIRTA model of academic supervision coaching; and teacher performance. Research subjects included the principal and class teachers at UPT SMPN 2 Pringsewu. Data collection is mainly carried out through interviews, observation and documentation. The data analysis procedure is data reduction, data presentation and drawing conclusions. The research results show: (1) the implementation of coaching in academic supervision includes several stages, namely a) pre-observation stage; b) observation stage; c) post-observation stage (2) the results of the evaluation of academic supervision coaching through interviews and observations obtained data from 4 teachers whose initial category was good to good from 70% to 80%, so it can be concluded that coaching in academic supervision can improve teacher performance at UPT SMPN 2 Pringsewu.

Keywords: Coaching, Academic Supervision, Teacher Performance

INTRODUCTION

The history of the curriculum in Indonesia has gone through a long journey, including the Emergency Curriculum (2019), Prototype Curriculum (2020) and Merdeka Curriculum (2022), curriculum transformation in Indonesia began through the Merdeka Curriculum. The Merdeka Curriculum was launched by the Minister of Education, Culture, Research and Technology in February 2022 as one of the Merdeka Belajar programs to improve the quality of learning. The independent curriculum focuses on essential material and on

developing the character of the Pancasila Student Profile.

The independent curriculum is regulated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to Ministerial Decree Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery which states that the Independent Curriculum is a curriculum with learning diverse intracurricular where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies.

Teachers have the freedom to choose a variety of teaching tools so that learning can be tailored to students' learning needs and interests. Learning that accommodates students' learning needs is called differentiated learning. Differentiated learning is learning that gives students the freedom to increase their potential in accordance with the student's learning readiness, interests and learning profile. Through differentiated learning, every student is facilitated to develop their best potential. Differentiated learning does not only focus on learning products, but also focuses on processes and content/materials. Differentiated learning is a cyclical process of finding out about students and responding to their learning based on differences, so that teachers are required to continue learning about the diversity of their students, so that professional, efficient and effective learning can be realized (Purwowododo & Zaini, 2023).

This is in line with research by Fitriyah and Bisri (2023) that differentiated learning provides opportunities for students to be able to learn naturally and efficiently with teachers who are able to collaborate on the required methods and approaches. Learner-centered differentiated learning is in accordance with the independent curriculum which is currently being implemented in educational units in Pringsewu Regency. However, based on IKM data for the 2023-2024 academic year, it shows that 93.55% of junior high schools in Pringsewu district have implemented an independent curriculum, which also includes differentiated learning. Teachers will be more confident and easier to face challenges in improving their performance if their personal security needs can be met. Teachers' sense of security can be grown if the principal sincerely always provides personal attention. This can be achieved

using techniques contained in one of the essences of implementing the independent curriculum, namely carrying out coaching activities.

According to Whitmore (PGP module, 2020, p. 10) coaching is the key to unlocking a person's potential to maximize their performance. Coaching focuses more on helping someone to learn rather than teaching them. Grant (PGP module, 2020, p. 9) states that coaching is a collaborative process that is solution-focused, results-oriented and systematic where the coach facilitates improvements in work performance, life experience, self-learning and personal growth. Through coaching, students are expected to be able to find solutions with teacher guidance through creative and critical questions by the teacher. Basically, improving the quality of a teacher must be his own responsibility. Improving the self-quality of educators in this case is the ability of educators to carry out their main tasks in serving students. The maximum achievement of an educator can be seen based on the results of academic supervision.

According to Purwanto (2013), implementation of academic supervision is a coaching activity that is planned to help teachers and other school employees carry out their duties effectively. In this case, it is clear that the main element of the implementation of supervision is the guidance provided by the principal to all teachers in the school he leads.

Through supervision activities, teachers receive guidance, direction and coaching from the school principal regarding various obstacles experienced in carrying out their duties at school. According to Kodariah (2016), the main mission of supervision is to provide services to teachers to develop the quality of learning, facilitate teachers so they can teach effectively, collaborate with teachers or other staff members to

improve the quality of learning and develop the curriculum and increase the professionalization of all its members. Supervision is carried out by the school principal and school supervisor as supervisors in providing guidance to teachers.

Supervision actors are the elements most closely involved in student learning achievement, namely the Supervisor, Principal, Deputy Head of Curriculum or Academics, Class Teacher and Guidance and Counseling Officer. Each school principal has a different way of supervising learning tools in the school he leads. This difference is due to differences in various factors, including the number of teachers. If the number of teachers is large, supervision can be carried out in groups and if the number of teachers is small, it can be carried out individually. School principals are expected to be able and understand the learning implementation plan in accordance with the applicable regulations in Minister of Education and Culture Regulation Number 22 of 2016 concerning process standards. The principal's understanding of lesson plans/teaching modules is very necessary in the supervision of learning tools which is the principal's obligation at least once a year. There are three stages in implementing academic supervision, namely pre-learning, learning and post-learning.

Based on data from the results of learning supervision, there are four teachers who still have adequate ratings so it can be concluded that there are still several teachers who are not optimal in the learning process. Factors causing academic supervision results to not be optimal include: 1) Class 7 supervision results regarding teaching sub-modules, some teachers have not implemented differentiated learning. 2) Teachers are late in arriving at school so they cannot be optimal in engaging with students in

class. 3) The lack of teacher ability to develop teaching materials. 4) Teachers have not managed learning well which includes the use of models, methods, techniques and approaches in a varied manner and in accordance with the characteristics of students. 5) The lack of awareness of obligations as a teacher greatly influences performance.

These problems are the responsibility of the school principal to find solutions so that teacher performance improves and it is hoped that student learning outcomes will also improve. The school principal has the initiative to solve this problem by conducting supervision-based coaching. Coaching in this supervision is different from previous supervision techniques. Coaching supervision is the newest addition to the Driving Teacher Education Program (PPGP). So with academic supervision coaching it is hoped that it will be able to improve teacher performance at UPT SMPN 2 Pringsewu.

METHOD

The method used in this research is descriptive analysis method or descriptive research. The research was carried out at UPT SMPN 2 Pringsewu, Pringsewu District, Pringsewu Regency, Lampung Province. Research from July to September 2023. The research subjects were teachers of science, mathematics, social studies, Indonesian and English subjects at UPT SMPN 2 Pringsewu, Pringsewu District, Pringsewu Regency, totaling 15 teachers. Consisting of 8 civil servant teachers and 7 honorary teachers.

The informants for this research included the principal and class teachers at UPT SMPN 2 Pringsewu. Informants were obtained by interviewing or having conversations related to the implementation of academic supervision

coaching and looking for research supporting documents in the form of teacher instruments for which coaching supervision will be carried out in the form of teaching tools or teaching modules.

Teacher activity data was obtained by means of conversations/interviews, observation and documentation. Coaching conversation activities were carried out before pre-observation. After the coaching conversation, there is a pre-observation interview with the instruments that have been prepared. The next activity is observing learning in class. This research focuses on observing learning in the classroom with 3 categories consisting of several aspects, namely observation I, observation II, and observation III.

After making observations, the principal and the teacher conducted post-observation with interviews again regarding reflections and follow-up on the results of observations in class and then made a self-development plan using the instruments that had been prepared. Documentation activities include coaching conversation instruments, pre-observation instruments, observation instruments, post-observation instruments, and learning tools such as learning modules/RPPs.

The following Table 1 presents indicators for assessing learning observations, teacher performance in learning and coaching assessment results.

Table 1. Coaching Assessment Indicators

Indikator	Skor	Rentang Nilai(%)
Sangat Baik	4	> 86
Baik	3	76– 85
Cukup	2	66– 75
Kurang	1	< 66

RESULTS AND DISCUSSION

A. Coaching

Based on the education report scores of UPT SMPN 2 Pringsewu, the learning quality indicators are still in the poor or low category. Researchers try to improve the quality of learning by taking several approaches through observing the results of academic supervision and interviews with several teachers to find the root causes of the low quality of learning.

From the results of the interview, it can be concluded that all this time the teacher has been preparing for learning if he will only be supervised. After completing supervision, some teachers were not optimal in preparing themselves to teach in front of the class.

This means that the teacher does something because of external, not internal, encouragement that comes from the teacher's own awareness. Some teachers feel afraid and nervous because they are not prepared enough when they are going to be supervised. This is one of the reasons why the quality of learning is still low.

From the results of this interview, researchers were inspired to dig deeper so that the results of supervision were in line with expectations. One strategy that will solve this problem is to carry out coaching or guidance before supervision. Based on the researcher's experience as a practicing instructor for mobilizing teachers and facilitator for mobilizing teachers, the researcher is encouraged to conduct coaching using the TIRTA model for subject teachers.

Through coaching conversations, you will learn more about the insight and potential that teachers have, according to Whitmore's statement in Eti Fitriani (2021, p. 74), coaching is the key to unlocking a person's potential to maximize their performance. Apart from that, coaching can help teachers solve the problems they face. From 31 teachers, researchers took a sample of 15 teachers based on subjects that were considered difficult for students, namely Mathematics, Science, Social Sciences, Indonesian and English.

The coaching stage in supervision begins with holding training or workshops on coaching conversations in supervision. The aim of the training is to provide new experiences for all teachers, especially teachers appointed by the school principal to assist in the implementation of supervision in schools. The school principal is a resource person in the training and is assisted by one teacher who has graduated from driving teacher education. The training was held at the beginning of the odd semester in July of the 2023/2024 academic year. After completing the training, prospective supervisors agree on a coaching schedule before conducting pre-observation. The role of the principal, apart from being a supervisor of the teachers who are supervisors, is also to monitor the implementation of coaching in supervision. Basically, coaching conversations are not only carried out during the principal's supervision with teachers but can also be applied by teachers to students who have problems.

The next step, the school principal makes a Decree from the academic supervision TEAM for the 2023/2024 Academic Year and prepares a supervision schedule. The teacher as coachee prepares the objectives of the coaching conversation and the supervisor as coach prepares himself to

be fully present so that he can ask questions that will help the coachee find a solution to the conversation. The supervisors prepare a coaching instrument using the TIRTA model which begins by asking about the objectives, then identifying the coachee's problem, the next action plan, and the responsibilities that the teacher will carry out. From the results of coaching conversations, most of the problems faced by teachers are low student motivation, teachers' difficulties in creating innovations or teaching media that are attractive to students. It takes expertise for a coach to ask trigger questions to guide the teacher's mindset so that the solution truly emerges from oneself.

The results of the coaching conversation from the supervisors' reports are as follows: 1) teacher no. Numbers 1 and 14 are senior teachers whose problem is approaching retirement, with coaching the motivation to give their best during retirement, 2) teacher no. Sequence 2 is hampered by health and cannot get tired due to heart disease, with coaching he gets a solution to teach every day with a limited number of teaching hours so as not to get tired, 3) teacher no. Number 3 is not yet certified, often has permission to be absent and is late, is an English teacher who only gets teaching hours in two classes, with coaching he asks for other tasks to be added so he can be more active in coming to school, 4) teacher no. Number 4 is an honorary teacher who teaches in two places with a very tight number of teaching hours so he is often late for class because he is still working at another school. After being coached, he asked for a reduction in teaching hours so that he could maximize himself and not force himself, 5) teacher no. Numbers 5 and 10 are senior teachers who are very optimal in getting along with students but are weak

in IT. The coaching conversation finally found a solution to collaborate with young teachers who were IT experts through the school MGMP, 6) teacher no. Number 6 is an honorary teacher whose performance is good in assisting the Olympics but is hampered by the age of his children who are still toddlers. The coaching conversation provides a solution for collaborating with the head of the curriculum in making a teaching schedule not in the morning so that you don't come to school late, 7) teacher no. Number 7 is a teacher who is competent but less patient in working with students, with coaching comes self-awareness and being more patient in accompanying students, 8) teacher no. Sequence 8 was hampered by the distance from home to school, after the coaching conversation they got a solution so they wouldn't be late for school, 9) teacher no. Sequence 9 when coaching will move to another school, 10) teacher no. Number 11 is a young teacher teaching mathematics who lacks competence in classroom learning, with coaching the enthusiasm to continue learning with colleagues how to provide material that is easy for students to understand, 11) teacher no. Numbers 11 and 12 are honorary teachers who are still young and competent but still have difficulty in creating fun and student-centred learning strategies, 12) teacher no. Sequence 15 is very interesting, an honorary teacher who initially taught English but after not getting English teaching hours was assigned to teach crafts. The results of the conversation were that this teacher was having problems teaching something that was not his expertise and felt less motivated so he often gave permission. After the coaching conversation, the teacher wanted the knowledge he had to continue to be contributed to students and finally he asked to teach English

self-development. The results of one of the teachers' coaching conversations can be seen on the YouTube link: <https://youtu.be/5ZrwY8-ID8c>.

B. Academic Supervision

Coaching conversations give an idea of how complex the problems teachers face. This motivates the author to carry out the next stage, namely:

1. Pre-Observation Stage

The first step is to agree on a schedule for implementing supervision which will begin in September 2023. The school principal conducts coaching conversations guided by pre-observation instruments which include: teachers preparing learning objectives, development areas to be achieved, and strategies that will be used in classroom learning.

2. Observation Stage

After the pre-observation, the principal continues with the next stage, namely carrying out observations of each teacher in the class according to a mutually agreed schedule. There are some teachers whose implementation is not according to schedule due to the school principal's busy agenda.

At the observation stage, the principal focused on four teachers whose grades were still sufficient and needed improvement. Observation assessments are carried out based on instruments from the driving teacher module. Implementation of learning observations with 3 categories consisting of 13 aspects, namely:

Developing a classroom environment that facilitates students' learning comfortably including: 1) Comfortable learning environment to meet students' learning needs; 2) using positive communication

including: Positive communication, empathy, positive emotions; 3) Application of discipline 4) Providing motivation. Guiding an effective teaching and learning process includes activities: 1) Opening the learning process. 2) social emotional content in learning activities, 3) Approach in accompanying students, 4) Use of learning strategies, 5) Closing of the learning process. Conduct assessments and provide feedback. Based on the results of the researcher's observations and monitoring, the following observation data were obtained: the scores for each aspect of the 4 teachers who were initially in the adequate category can be described as follows: (1) The teacher with serial number 3 out of a maximum score of 52 received a score of 42 or $42:52=80,77$ in the good category. (2) the teacher with serial number 4 gets a score of 44 or $44:52=84,62$ in the good category. (3) the teacher with serial number 11 obtained a score of 42 or $42:52=80,77$ in the good category. (4) teacher with serial number 15 gets a score of 42 or $42:52=80,77$ in the good category and so on.

Next, the average value is calculated for each aspect of the observation to determine the level of success of the action. The results of the action obtained the average value for each aspect as follows: in observation I ($a+b1+b2+b3+c+d$), the total score for each teacher multiplied by the number of teachers divided by the maximum score of all teachers, then obtained a total aspect score of $312:360=86,66$ or in the good category. So that the teacher's understanding of the aspect of developing a classroom environment that facilitates students learning comfortably is in the good category, in observation II ($a+b+c+d+e$) the total aspect score was $264:300=88$ in the good category. So that the teacher's skills in guiding the teaching and learning process are effective or in the good category, in observation III ($a+b$) the total aspect score was $94:120=78.33$ in the good category, this means the teacher has carried out assessments and provided feedback in the good category. The average value obtained for each aspect in observations I to III can be presented in Figure 1 as follows.

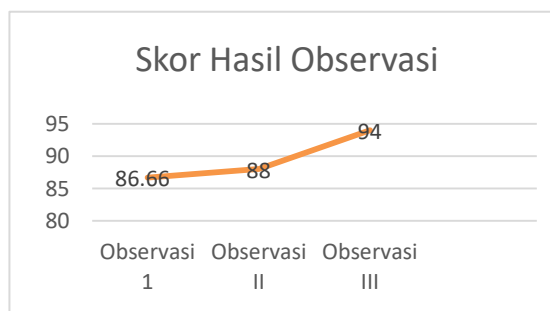


Figure 1. Obtained Scores from Observations

3. Post-Observation Stage

At the post-observation stage, there are two instruments that will be carried out by the teacher and principal, namely conducting

another coaching conversation and a self-development plan. This stage is what differentiates it from previous supervision. If previously supervised, at the post-observation

stage, provide feedback. However, in coaching under teacher supervision accompanied by the principal, they reflect using the 4P model (Events, Feelings, Learning and Future Application). After the teacher reflects, the teacher then has a conversation with the supervisor about the obstacles experienced, efforts to overcome these obstacles, the teacher's strengths, hopes to be achieved, benchmarks for success, and the involvement of colleagues or stakeholders in the teacher's learning process. Then the teacher determines a follow-up plan regarding things that need to be improved or repaired and things that must be maintained from the learning that has been done in class. Then the teacher fills in a self-development plan sheet consisting of development activities, goals to be achieved, measures of success, support and time to be implemented.

Development activities carried out by teachers include implementing a positive culture, differentiated learning, collaboration with colleagues, systematic teaching modules and teaching media that are attractive to students.

The implementation of coaching in the TIRTA model of academic supervision based on pre-observation, observation and post-observation stages obtained the following data: Based on the assessment rubric, the results of the coaching implementation have been carried out and are in accordance with coaching principles (partnership, creative process, maximizing potential). There are 14 teachers in the good category and one teacher in the very good category. Teacher with no. Sequences 3 and 4 got the same

score, namely 23 out of a maximum score of 28 or $23:28=82.14$ in the good category. Teacher with no. sequence 5 gets a score of 25 out of a maximum score of 28 or $25:28=89.28$ in the very good category.

Furthermore, at the pre-observation stage it was categorized as very good, the teacher had carried out in accordance with coaching principles. At the good category observation stage, the teacher has done it but not in accordance with coaching principles. At the post-observation stage, there is one category that is lacking, namely the average teacher has not submitted data-based observation notes, which are free from judgments and assumptions, focus on areas they want to develop, based on the results of pre-conversations.

C. Teacher Performance

Based on the results of teacher observations using the strategy of implementing coaching in supervision, it turns out that teacher competence has increased from adequate to good. This can be seen in the results of observation I, observation II, and observation III showing good results. One way to see improvements in teacher performance is from the results of academic supervision. If academic supervision is good then teacher performance will be good too.

The results of the case study regarding the application of the TIRTA coaching model in academic supervision at UPT SMPN 2 Pringsewu in the classroom observation process increased by 85.9% from the previous 82.48%, so it can be said that there has been an increase in teacher competence which of course has an impact on increasing teacher performance. This reinforced by

data on the Education report card on learning quality indicators which states that achievement has increased by 3.75 from 2023.

CONCLUSION

Coaching in academic supervision is very effective for improving existing supervision models. Through coaching in academic supervision, it can be concluded that: 1) Teachers are increasingly able to explore their own potential and can accommodate problems faced during academic

supervision. 2) Coaching in academic supervision can help teachers discover new things/strategies related to student learning outcomes. 3) The implementation of academic supervision coaching can help improve teacher performance at UPT SMPN 2 Pringsewu. In connection with the results of the research and discussion, coaching techniques in academic supervision using the TIRTA model can be used to improve the competence of teachers. By increasing teacher competency, teacher performance at UPT SMPN 2 Pringsewu also increases.

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