

Management of coaching-based academic supervision by principals to improve teacher performance in cianjur regency

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ABSTRACT

This study aims to analyze the management of coaching-based academic supervision in improving teacher performance at SDN Wanasari, Agrabinta District, Cianjur Regency. Coaching-based academic supervision integrates John Whitmore's coaching principles with George R. Terry's management functions, including planning, organizing, implementing, and evaluating, to encourage teachers to become reflective, innovative, and self-directed in their professional development. This study employed a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and document analysis over three months, involving the school principal and two classroom teachers as main informants. Data analysis followed Miles, Huberman, and Saldaña's (2014) interactive model, supported by triangulation and member checking to ensure validity. Findings show that supervision planning was participatory, identifying teacher needs and arranging flexible schedules. Organizing emphasized collaborative coordination and communication, fostering a culture of shared leadership. Implementation followed three stages (pre-observation, observation, post-observation) using a dialogical approach guided by the GROW model, enhancing teachers' reflection, pedagogical competence, and confidence. Evaluation focused on joint reflection and follow-up development, rather than administrative assessment. Main challenges included time constraints, teacher resistance, and limited coaching competence of the principal, addressed through flexible scheduling, personal mentoring, and peer collaboration. This study extends existing literature by demonstrating that the effectiveness of coaching-based supervision depends not only on coaching techniques but also on systematic management by school leaders. Practically, the study recommends participatory planning, transparent organizing, reflective coaching dialogues, and developmental evaluation, enabling academic supervision to function as transformative leadership that enhances teacher professionalism and overall learning quality.

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Introduction

Elementary school teachers play a strategic and fundamental role in building the foundation of human resource quality. At the primary education level, students undergo an

early stage of development that encompasses cognitive, affective, social, moral, and spiritual aspects. Consequently, teachers are not only responsible for transferring knowledge but also for educating, guiding, motivating, and serving as moral exemplars in shaping students' character and values (khotimah, Ishak, and Anakoda 2025; Sulastriningsih, Suja'i, and Utomo 2025). This vital function makes teacher performance one of the decisive factors for the success of learning in elementary schools (Putri, Dewi, and Furnamasari 2022).

However, in practice, many teachers still face challenges in improving the quality of their teaching performance, particularly in schools located in regions with limited infrastructure and educational resources (Zaidan et al. 2021). Common problems include weak instructional innovation, low reflective practice, and a lack of responsiveness to students' emotional and moral needs (Sulastriningsih et al. 2025). These conditions lead to suboptimal learning outcomes and highlight the need for effective managerial efforts by school principals to empower teachers continuously through academic supervision (Ernawati, Kusumaningsih, and Ginting 2024).

Academic supervision, in principle, is a professional activity carried out by principals or supervisors to help teachers enhance the quality of learning processes and outcomes. The Ministry of Education and Culture of the Republic of Indonesia defines academic supervision as a professional training process that must be implemented in a planned, structured, and sustainable manner to improve teachers' pedagogical and professional competence. According to Sahertian (2000), academic supervision involves school officials guiding teachers and educational personnel to improve learning by stimulating professional growth, developing teaching methods, revising educational goals, and refining evaluations. Hallinger et al. (2025) further conceptualize instructional leadership into three major dimensions: (1) defining the school's mission, (2) managing instructional programs, and (3) fostering a positive learning climate. In this regard, the four management functions planning, organizing, implementing, and evaluating introduced by Terry and Rue (2014) are essential in ensuring that academic supervision operates effectively and systematically.

Despite its significance, the implementation of academic supervision in many elementary schools remains formalistic and administrative. Teachers are often required to prepare lesson plans and teaching documents merely to meet compliance requirements, without receiving substantial feedback to overcome instructional challenges. Observations at SDN Wanasari, Agrabinta District, Cianjur Regency, indicate that supervision activities still focus primarily on administrative checks rather than reflective coaching sessions that improve classroom practices. This situation demonstrates the weakness of academic supervision management, particularly in planning, organizing, implementation, and evaluation stages.

To overcome these limitations, a coaching based approach to supervision offers a promising alternative. Coaching is a developmental process that emphasizes collaboration, reflection, and empowerment, allowing teachers to identify and solve instructional problems independently. Irayati et al. (2022) defines coaching as a process that facilitates intrinsic change through guided dialogue and reflective inquiry. Likewise, the International Coaching Federation in Laksmana (2024) views coaching as a partnership that stimulates creative thinking to maximize personal and professional potential. In the context of academic supervision, coaching transforms the relationship between principals and teachers from a topdown model into a dialogical and empowering partnership (Sudjana 2011).

The Ministry of Education and Culture also encourages reflective supervision practices through three stages: pre observation to determine the focus of development, observation of classroom activities, and post observation reflection followed by the formulation of follow up plans. Through such processes, teachers are encouraged to become reflective practitioners

who engage in continuous learning and innovation. The GROW model popularized by Whitmore (2017), consisting of Goal, Reality, Options, and Will (or Way Forward), provides a structured framework for implementing coaching based academic supervision effectively.

Initial evidence shows that coaching based academic supervision can strengthen professional culture and improve teacher performance. Yet, in many schools, supervision practices still focus on administrative compliance rather than meaningful developmental support. This gap highlights the urgency for a new management approach that integrates coaching principles within the broader management cycle of academic supervision.

Academic supervision plays a central role in improving the quality of teaching and learning through systematic professional guidance for teachers. According to the Ministry of Education and Culture (2019), supervision should be carried out continuously to develop teachers' pedagogical and professional competence. Sahertian (2000) and Hallinger et al. (2025) further emphasize that supervision must move beyond administrative checks toward instructional leadership that empowers teachers to innovate and reflect. Within this framework, Terry's (2012) management functions planning, organizing, implementing, and evaluating provide a managerial foundation for effective supervision practices.

In recent years, the coaching approach has emerged as an empowering alternative in academic supervision. Whitmore (2017) defines coaching as a reflective and collaborative process that facilitates self discovery and growth, while the International Coaching Federation by Laksmana (2024) views it as a creative partnership that maximizes personal and professional potential. The GROW model (Goal, Reality, Options, Will) introduced by Whitmore provides a structured process that aligns well with supervision goals. Studies by Knight and Skrtic (2021), Hanik et al. (2024), and Wahyudi, Said, and Soedjono (2024) confirm that coaching based supervision improves teacher reflection, motivation, and instructional quality. Similarly, Wati, Dike, and Yani (2024), and Khanifah et al. (2024) found that such approaches foster collaboration, innovation, and a positive learning climate.

However, most of these studies have focused on the techniques or impacts of coaching, not on how the overall supervision process is managed by school leaders. Few have systematically analyzed how principals plan, organize, and evaluate coaching based supervision within a coherent management framework. In addition, research has largely been conducted in urban or well resourced schools, leaving a gap in understanding how this approach functions in rural elementary schools such as those in Cianjur Regency. This indicates a need for studies that integrate management and coaching perspectives in contexts with limited resources but strong developmental needs.

Addressing this gap, the present study introduces an integrated framework that combines Whitmore's coaching principles with Terry's management functions to analyze how principals manage coaching based academic supervision. The study aims to describe and interpret the planning, organizing, implementation, and evaluation of coaching based supervision in improving teacher performance at SDN Wanasari, Agrabinta District, Cianjur Regency. The findings are expected to offer both theoretical enrichment and practical guidance for principals in developing reflective, collaborative, and sustainable supervision practices in primary education.

Method

This study employed a qualitative approach with a case study design to explore in depth the management of coaching based academic supervision at SDN Wanasari, Agrabinta District, Cianjur Regency. A qualitative approach was selected because it aligns with the

research objective to gain a deep understanding of the processes, meanings, and managerial dynamics underlying coaching based academic supervision as it occurs naturally in the school context. According to Creswell (2018), qualitative inquiry allows researchers to interpret social phenomena based on participants' perspectives within their natural settings, emphasizing depth over breadth. The case study method was adopted following the perspective of Yin (2018), who asserts that a case study is suitable for investigating contemporary phenomena within real life contexts, especially when the boundaries between the phenomenon and context are not clearly evident.

The research was conducted over six months, encompassing proposal preparation, licensing, and instrument development to field data collection and reporting. Intensive fieldwork took place for three months and included continuous observation, in depth interviews, and documentation studies. SDN Wanasari was purposively chosen as the research site because it represents elementary schools in rural areas with limited facilities and educational resources yet demonstrates innovation in academic supervision practices. Such a selection follows Patton (2015) principle of purposeful sampling, which emphasizes selecting information rich cases that can provide deep insights into the phenomenon under study.

The main subjects of this study were the school principal and two classroom teachers who had participated in coaching based academic supervision for at least the last two semesters. Informants were selected purposively based on their direct involvement and experience in the supervision process, as well as their willingness to provide open and detailed information. This is consistent with Moleong (2017), who states that qualitative data sources should be chosen because they are most knowledgeable about the problem being studied. To strengthen data validity, supporting informants such as educational staff and relevant school documentation were also used to provide triangulative perspectives on the phenomenon. The primary instrument in this research was the researcher himself, functioning as a human instrument who actively engaged in planning, collecting, interpreting, and analyzing data directly in the field. As stated by Sugiyono (2023), the researcher serves as the key instrument in qualitative inquiry because of their role in interpreting meaning from participants' experiences. To support this role, auxiliary instruments such as semi structured interview guides, observation sheets, and documentation checklists were utilized. The interview guide was prepared flexibly to allow deeper exploration while maintaining a focus on key managerial aspects planning, organizing, implementing, and evaluating coaching based academic supervision, along with challenges and strategies for improvement. Observation was conducted across three stages of supervision (pre observation, classroom observation, and post observation reflection), while documentation included the analysis of supervision programs, teacher assessment reports, and reflective journals. All data were collected naturally in the school setting without interference to ensure authenticity and contextual accuracy Bogdan and Taylor (1975).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), comprising three concurrent components: data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting, simplifying, and categorizing data relevant to the focus of the study. Data display was conducted through descriptive narratives, matrices, and process maps to facilitate the identification of relationships and patterns. Conclusions were drawn iteratively throughout the research, from preliminary insights to verified findings, supported by triangulation and member checks. The validity and reliability of the findings were ensured through Lincoln, Guba, and Pilotta (1985) criteria of trustworthiness, encompassing credibility, transferability, dependability, and confirmability. Credibility was strengthened through triangulation of data collection methods (interviews, observations, documentation) and sources (principals, teachers, educational staff), as well as member checking with participants to confirm the accuracy of interpretations. Dependability was maintained through an audit trail of the research process, documenting methodological

decisions and analytic steps, while confirmability was established by comparing interpretations with the raw data to ensure objectivity.

Through this methodological framework combining a qualitative case study design, purposive sampling, the researcher as the main instrument supported by auxiliary tools, systematic triangulation, and interactive data analysis this study aims to provide a comprehensive understanding of coaching based academic supervision management in improving teacher performance. The chosen design is particularly appropriate to capture the managerial processes, reflective practices, and contextual dynamics that characterize the implementation of supervision in rural elementary schools, thereby contributing both theoretically and practically to the field of educational leadership and supervision.

Result

The results of the research at the planning stage showed that the principal of SDN Wanasari carried out coaching based academic supervision planning through four main steps: (1) determination of supervision objectives, (2) identification of teacher needs, (3) preparation of schedules, and (4) preparation of instruments. The principal emphasized that the purpose of supervision is to foster, assist, and empower teachers to be more professional, not just to assess performance (Interview, Principal, SDN Wanasari, September 9, 2025).

Teachers' needs are mapped through initial conversations and self reflection, for example teachers' difficulties in integrating technology into TPACK based mathematics learning. The supervision schedule is arranged flexibly according to the academic calendar so as not to burden teachers. In addition, the principal prepared instruments in the form of observation sheets, reflection notes, and the format of teachers' self development plans (Documentation study, Principal, SDN Wanasari, September 9, 2025).

Table 1: Planning Data Analysis Coaching Based Academic Supervision

Yes	Planning Aspects	Field Findings	Implications for Teacher Performance
1	Determination of Supervision Objectives	The principal invites teachers to determine the focus of development according to their needs: Teacher 1 chooses TPACK, Teacher 2 chooses deep learning.	Teachers feel involved, a sense of belonging grows, and motivation increases.
2	Identify Teacher Needs	Through pre observation, teachers are asked to reveal learning needs and difficulties.	Teachers are more open to uncovering problems, the principal has a direction for coaching.
3	Preparation of Supervision Schedule	The supervision schedule is made in rotation, mutually agreed, adjusting school activities.	Teachers are more prepared, supervision is not a burden, the process is more conducive.
4	Instrument Setup	The principal prepares observation sheets, interview guides, reflection notes.	The supervision process is more systematic, the results are more measurable and documented.

This finding is in accordance with the management function of Terry which places planning as the initial stage that determines the direction of activities. The function of theory in this context describes how the principal formulates concrete steps, explains the relationship between the objectives of supervision and the needs of teachers, and predicts the success of

planned supervision. However, there are still challenges in implementing the plan that has been prepared related to facilities and infrastructure, especially technology based learning media.

In the organizing stage, the principal divides tasks, regulates time allocation, prepares resources, and builds a coordination structure. The principal plays the role of a *coach* while the teacher is a *coachee* who actively reflects. The time allocation is adjusted according to mutual agreement. Supervision instruments, learning tools, and supporting documents are well managed. The coordination structure is built through open communication between the principal and the teacher (Documentation study, principal, SDN Wanasari, September 09, 2025).

Table 2: Organizational Data Analysis Coaching Based Academic Supervision

Yes	Organizational Aspects	Field Findings	Implications for Teacher Performance
1	Determination of Supervision Objectives	The principal invites teachers to determine the focus of development according to their needs: Teacher 1 chooses TPACK, Teacher 2 chooses deep learning.	Teachers feel involved, a sense of belonging grows, and motivation increases.
2	Identify Teacher Needs	Through pre observation, teachers are asked to reveal learning needs and difficulties.	Teachers are more open to uncovering problems, the principal has a direction for coaching.
3	Preparation of Supervision Schedule	The supervision schedule is made in rotation, mutually agreed, adjusting school activities.	Teachers are more prepared, supervision is not a burden, the process is more conducive.
4	Instrument Setup	The principal prepares observation sheets, interview guides, reflection notes.	The supervision process is more systematic, the results are more measurable and documented.

Based on the findings at the organizing stage in the implementation of academic supervision, SDN Wanasari has implemented Terry's theory to unite resources through intensive communication and clear coordination in accordance with Terry's management theory. The researcher saw that the organization of coaching based academic supervision at SDN Wanasari has been carried out according to modern management principles: clear roles, well allocated time, resources are optimally utilized, and coordination is maintained.

Furthermore, at the stage of implementing supervision, it is carried out through three main stages: pre observation, class observation, and post observation. In the pre observation, the principal had a dialogue with the teacher about learning objectives, strategies, and indicators. Classroom observation was carried out by observing TPACK based mathematics learning practices. Post observation is carried out through a reflective dialogue, where the principal provides feedback and the teacher conveys self reflection (Observation, Teacher, SDN Wanasari, September 10, 2025).

Table 3: Implementation Data Analysis Coaching Based Academic Supervision

Yes	Implementation Aspects	Field Findings	Implications for Teacher Performance
1	Pra Observasi	The principal discusses with the teacher about lesson plans, media, and learning objectives. Teachers determine their own development focus (TPACK/Teacher 1, Deep Learning/Teacher 2).	Teachers feel that they have a learning direction, motivation increases, anxiety decreases.
2	Observation (Teacher 1)	Teachers use PowerPoint, videos, and LKPD in Math lessons. The students are quite enthusiastic, although some are still passive.	Teachers are starting to get used to using technology; Students are helped to understand abstract concepts.
3	Observation (Teacher 2)	The teacher invited students to explore the environment related to the theme of <i>Waste and Its Processing</i> . Students are active in discussions, although some are still embarrassed.	Learning is more meaningful; students begin to have the courage to express their opinions; Teachers are more creative in utilizing the environment.
4	Post Observation	The principal uses <i>coaching questions</i> (what is good, what are the challenges, what are the plans for the future). Teacher 1 is aware of the importance of scaffolding; Teacher 2 is aware of the need for a culture of reflection for students.	Teachers become more reflective; Be able to identify weaknesses and formulate improvements.

Based on the findings at the stage of implementing academic supervision, SDN Wanasari has been in accordance with Terry's theory of *actuating*, where the implementation takes place in three systematic stages to move group members to work as planned with enthusiasm. Each stage makes a tangible contribution to improving teacher performance: pre observation builds confidence, observation provides contextual learning experiences, post observation encourages reflection, and follow up plans ensure stoppages. Researchers see that this practice is able to change the culture of supervision to be more humane and empowering.

Evaluation is carried out through joint reflection, feedback, and follow up of teacher self development. The teacher prepares a learning improvement plan, while the principal facilitates the reflection process. Evaluation not only assesses, but also builds teachers' commitment to change (Documentation study, Teacher, SDN Wanasari, September 11, 2025).

Table 4: Evaluation Data Analysis Coaching Based Academic Supervision

Yes	Evaluation Aspects	Field Findings	Implications for Teacher Performance
1	Determination of Supervision Objectives	The principal invites teachers to determine the focus of development according to their needs: Teacher 1 chooses TPACK, Teacher 2 chooses deep learning.	Teachers feel involved, a sense of belonging grows, and motivation increases.
2	Identify Teacher Needs	Through pre observation, teachers are asked to reveal learning needs and difficulties.	Teachers are more open to uncovering problems, the principal has a direction for coaching.
3	Preparation of Supervision Schedule	The supervision schedule is made in rotation, mutually agreed, adjusting school activities.	Teachers are more prepared, supervision is not a burden, the process is more conducive.
4	Instrument Setup	The principal prepares observation sheets, interview guides, reflection notes.	The supervision process is more systematic, the results are more measurable and documented.

The table above reinforces the finding that evaluation at SDN Wanasari is not just an administration, but really a process of fostering empowering dialogue. Teachers feel valued, given space to reflect, and ultimately more courageous to innovate. This coaching based evaluation reflects the transformation of academic supervision from just supervision to training that humanizes teachers. At the evaluation stage, academic supervision at SDN Wanasari has been in accordance with the evaluation management function of Terry where the principal supervises teacher activities in accordance with the expected plans and goals. The evaluation is carried out as a process to find out whether the implementation of academic supervision is in accordance with the plans, guidelines and objectives that have been determined based on previous agreements.

Although coaching based academic supervision at SDN Wanasari has shown many positive impacts, this study also found various obstacles faced by school principals and teachers in the process. This obstacle cannot be seen as an absolute obstacle, but rather as a reasonable dynamic in the implementation of innovation supervision in elementary schools, especially in the context of remote areas with limited facilities and infrastructure. From the results of the data analysis, there are at least three main obstacles, namely:

1. Time constraints. The limited number of teachers where each teacher is a classroom teacher who carries out full activities with students for all subjects.
2. Teacher Resistance. Some teachers are worried that the results of their observations will affect their performance assessments. The principal revealed that there are still teachers who have not opened up and are afraid that their weaknesses will be recorded.
3. Limitations of *coaching competence*. The principal is still in the learning stage in implementing coaching practices. There is still an indication of the dominance of the principal in *coaching practice* that *the coach should* put himself in to think neutrally about *the coachee's thinking*.

Discussion

The results of this study demonstrate that coaching based academic supervision at SDN Wanasari is consistent with the management functions of Terry and Rue (2014), namely planning, organizing, actuating, and evaluating, which serve as the backbone of managerial effectiveness. However, this study goes beyond confirming those functions by integrating them with Whitmore (2017) coaching philosophy a reflective, dialogical, and empowerment based approach to professional learning. This integration enables the supervision process to move from being hierarchical and evaluative toward being collaborative, developmental, and transformative.

Planning: From Directive to Participatory Frameworks

At the planning stage, the principal of SDN Wanasari designed supervision collaboratively with teachers by determining supervision objectives, identifying instructional needs, and setting flexible schedules. This participatory planning aligns with Terry's (2014) function of management that emphasizes clarity of goals and coordination of actions, while also reflecting the coaching mindset that prioritizes ownership and self direction. The findings confirm the conclusions of Knight and Skrtic (2021) and Wahyudi et al. (2024), who found that involving teachers in defining the focus of supervision strengthens their commitment and intrinsic motivation. However, the current study extends their findings by demonstrating that, in rural schools with limited facilities, participatory planning must be flexible and context sensitive, adjusting to teachers' workload and technological limitations. This highlights a contextual innovation: the shift from rigid supervision scheduling to adaptive micro planning that honors the realities of rural education. Furthermore, this participatory planning stage embodies what Whitmore (2017) calls self discovery coaching, where the teacher is not a passive recipient of guidance but an active agent in determining learning priorities. The principal's role evolves into that of a facilitator who aligns supervision goals with teachers' professional aspirations a process that enhances motivation and professional identity.

Organizing: Building a Culture of Shared Leadership

The organizing stage in this study illustrates how coaching principles can operationalize Terry's (2014) second management function organizing human and material resources efficiently. The principal structured communication and task distribution not through top down delegation but through collaborative dialogue. However, this research deepens previous insights by revealing that in a small rural school, formal organizational structures are replaced by relational leadership, where trust and empathy are the main drivers of coordination. This supports Wati et al. (2024) who highlighted that coaching based supervision fosters a collegial atmosphere, yet it adds a new dimension by showing how emotional safety is a prerequisite for professional dialogue. Through relational organizing, the principal successfully positioned himself as both a leader and a learning partner, reducing hierarchical distance. This dual role demonstrates the merging of management and coaching logics a synthesis rarely addressed in earlier studies, which tended to separate administrative leadership from instructional mentorship. The result is a distributed leadership model that balances structure and empathy, order and trust.

Implementation: Transforming Supervision into Reflective Practice

At the implementation stage, supervision was conducted through three integrated phases pre observation, observation, and post observation based on the Ministry of Education and Culture guidelines. The process was dialogical rather than evaluative, with the principal applying coaching questions that stimulate reflection and problem solving. These findings reinforce Whitmore (2017) concept of the GROW model (Goal, Reality, Options, Will), as well as Knight and Skrtic (2021), who emphasize that coaching increases teacher autonomy and confidence in instructional design. Moreover, Hanik et al. (2024) and Khanifah et al. (2024) also reported that coaching based supervision enhances innovation and student centered pedagogy. Nevertheless, the current study extends these results by uncovering the emotional and cultural impacts of coaching based supervision. Teachers not only improved in technical competence (TPACK, creative lesson design) but also developed reflective habits and emotional resilience. This dimension of affective growth is often overlooked in existing literature that tends to emphasize observable teaching performance. Furthermore, student outcomes indirectly benefited as teachers became more confident in integrating contextual learning. This echoes show that teacher performance directly affects student engagement, yet this study shows that the mechanism operates through coaching induced reflective awareness, rather than external incentives or formal evaluations.

Evaluation: Reflection as Empowerment

The evaluation phase at SDN Wanasari employed the GROW model as a framework for reflective dialogue. Rather than focusing on assessment outcomes, evaluation was used as a process of mutual learning between the principal and teachers. Teachers identified their own strengths, challenges, and plans for improvement a process that mirrors Whitmore's philosophy of empowering individuals through guided reflection. This approach supports Knight and Skrtic (2021), who found that post observation reflection enhances teachers' metacognitive awareness, and aligns with Law No. 14/2005 and Permendikbud No. 15/2018, which frame supervision as professional development rather than administrative compliance. However, this study adds depth by showing that when evaluation becomes dialogical, teachers internalize accountability, shifting from extrinsic control to intrinsic motivation. The principal's coaching based evaluation transformed the school's culture of supervision into a culture of learning. This transition demonstrates that evaluation, when integrated with coaching, can function as a sustainable mechanism for teacher growth rather than a one time judgment.

Obstacles and Adaptive Strategies

Despite its success, the study found several constraints: time limitations, teacher resistance, and limited coaching competence. These are consistent with Hanik et al. (2024) and Laksmana (2024), who noted similar barriers in implementing coaching supervision. However, the principal's adaptive strategies flexible scheduling, personal mentoring, and peer collaboration illustrate how managerial creativity can transform constraints into opportunities. Through continuous learning and self reflection, the principal himself became a co learner, embodying what Whitmore (2017) calls the coaching mindset: a commitment to growth, curiosity, and trust. This finding suggests that the effectiveness of coaching based supervision depends not only on the structure but also on the leader's psychological readiness to model reflective practice.

Theoretical and Practical Implications

Theoretically, this study extends prior research by bridging Terry's management functions and Whitmore's coaching theory, demonstrating that supervision management is not merely technical but deeply relational. The synthesis offers a framework where planning and organizing are guided by managerial logic, while implementation and evaluation are driven by coaching logic. Practically, this study provides actionable insights for principals, particularly in resource constrained schools: (1) adopt participatory planning to foster ownership, (2) apply relational organizing to strengthen collaboration, (3) implement coaching dialogue to build reflective capacity, and (4) evaluate through GROW based reflection to sustain professional growth. In broader terms, the success of coaching based academic supervision at SDN Wanasari illustrates how transformational supervision can thrive even in rural contexts when leadership integrates managerial precision with human centered empathy. This reinforces the view that effective school management is not about control, but about cultivating growth both professional and personal within an authentic learning community.

Conclusion

This study concludes that coaching-based academic supervision at SDN Wanasari successfully integrates Terry's (2014) management functions planning, organizing, implementing, and evaluating with Whitmore's coaching principles. The principal's managerial practices are not merely administrative but serve as an empowering process that encourages teachers to be reflective, innovative, and self-directed in their professional growth.

In the planning stage, teacher involvement in designing the supervision program fostered a sense of ownership and responsibility. The organizing stage built a collaborative culture that strengthened communication and teamwork. During implementation, the use of the GROW model turned supervision into a reflective learning forum that enhanced teachers' pedagogical competence and confidence. The evaluation stage focused on joint reflection and continuous improvement rather than administrative assessment.

Theoretically, this study extends previous research, which has mainly emphasized the technical aspects of coaching, by demonstrating that its effectiveness also depends on how principals manage the process through systematic management functions. It also contributes a new perspective from rural primary school settings, showing that coaching-based supervision can be effective through adaptive and empathetic leadership rather than relying on abundant resources.

Practically, the study recommends that school principals apply participatory planning, transparent organizing, reflective coaching dialogues, and developmental evaluation. Through these approaches, coaching-based supervision can serve as a form of transformative leadership that improves both teacher professionalism and the overall quality of learning.

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